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ABSTRACT

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in New Jersey in 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix (see note) to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent, and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction. The sampler is made up of lessons or modules suggested and developed by more than 300 teachers and counselors; each can be used as is or adapted to a particular classroom situation. The ideas are meant to aid the teacher in infusing or integrating career-related concepts into the academic, pre-vocational, and vocational settings in order to meet the career development needs of students. The activities in this publication are intended for the K-3 level, and include games, puzzles, and pages to be reproduced and handed out. Each lesson is categorized by subject area competency, skills, and the career development objective of the 10 career development goals to which it relates. (Career development goals, as stated in the matrix, cover the following topics: self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities.) For each lesson or activity, content, methods, resources, and evaluation items are suggested. (KC)

ED206888

A

CAREER EDUCATION

SAMPLER

TEACHING IDEAS FOR GRADES K-3

Compiled by

Dr. Elaine Douma

under an Exemplary and Innovative
project funded through the
New Jersey Department of Education
Division of Vocational Education and Career Preparation

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CE 030 012

SPRING, 1981

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This sampler represents the efforts of many individuals. The Career/Vocational development matrix on which it is based is the result of research and practice spanning at least fifteen years, involving numerous districts in the state, and requiring the continued support of state and local personnel and resources.

The sampler itself is the product of in-service courses that were conducted in Spring of 1980 through the cooperation of Jersey City State College and the Division of Vocational Education and career preparation.

Eighteen districts, twenty district leaders and over three hundred teachers and counselors were involved. At the conclusion of the courses the leaders screened and edited more than 1,200 modules that had been developed and field tested by the participating teachers. These were subsequently compiled into the present form. A list of people whose modules "made it" into the publication appears elsewhere in this volume. The participating districts and their leaders are as follows:

Leroy Alston, South Brunswick
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E.D. & T.G.

FOREWORD

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in the school year 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction.

The sampler is made up of the lessons or modules suggested and developed by over three hundred teachers and counselors. The represent ideas. As such, they offer the reader an array of examples which can be used as is or adapted to a particular situation.

The focus of the project was infusing or integrating career related concepts into the academic, pre-vocational and vocational settings. Teachers were able to select indicators as they wished, so there was little control over the number of ideas or modules produced for any given subject or indicator. Many ideas in education are passed around in much the same way as "folklore" is. Therefore, the reader may find approaches or infusion suggestions that sound familiar. Wherever possible, however, original sources have been documented.

Integrating career related concepts in order to meet the career development needs of students is an important aspect of the teaching process. This document was meant to assist teachers and counselors in their efforts to do so. There are four volumes in this series: K-3, 4-6, 7-9, and 10-14. The matrix itself is available as a separate document.

There is no effective "canned" or "packaged" method of offering career education in the classroom. It is a creative process that each teacher can attend to in his or her own style for his or her needs. It is our hope that readers will find this document helpful in developing their own infusion efforts. We also hope that many teachers will find a great deal of reinforcement as they read through the suggestions and find that so many ideas are similar to things they are already doing in the classroom.

Self Awareness

1. 1. Is aware of personal characteristics including strengths and limitations.
   A. Identifies things that one can do well; things one does not do well.

   1. Following a series of lessons in which very different activities occur have children complete a check list of "things I do well, things I do not do well."
      Coloring
      Painting
      Working with problems
      Drawing
      Speaking before a group
      Helping others
      Remembering details
      Etc.
      Encourage students to keep logs and up-date the lists periodically.

   2. Have students cut out paper dolls.
      Write on one side of each paper doll "Things I do well", write on the other side, "Things I would like to do better."
      See expanded module.

   3. "All about Me" p.4
   4. "Super Stars" p.5
      Creative writing, language arts

1.2 Exhibits a positive self-concept.

A. Describes and accepts one's own characteristics

- 1. Art, "Face Shapes" p.6
- 2. Math, "It Puzzles Me" p.7
- 3. Language Arts, "La Cabeza" p.9

B. Accepts differences of self and others

- 1. Social Studies, "Autograph Hunt" p.11
- 2. "Different Roles" p. 14
- 3. Language Arts, "Alike and Different" p. 16
- 4. Social Studies, "Everybody Says" p. 18

C. Relates well to others

1. Use small group activities involving team or cooperative efforts. Evaluate.

2. Prepare a bulletin board focusing on manners and "words I like to hear" such as please, thank you, good morning, may I help you, excuse me, etc.

3. On one side of a page, list "words I like to hear" or "things I would like someone to say to me." On the other side, keep a two-day log indicating the day and person to whom the student has said each word or phrase. Discuss.

- 4. Language Arts, "Friendship Words" p. 19

1.3 Identifies a preferred life style

A. Describes activities one likes to do at home and at school

1. Children draw pictures of their favorite activities at home. Share with classmates.

2. Use worksheet: Things I Like To Do

3. List favorite foods in conjunction with nutrition education; clothes I like to wear; favorite playthings.

- 4. Social Studies, "Family Work and Play" p. 20

1.4 Identifies personal needs, interests, and values.

A. Lists most favorite and least favorite things.

1. Students draw or write out most favorite and least favorite activities, such as games, foods, TV shows, ways to spend time, money, etc.

2. After a series of lessons done in a variety of ways, student uses a checklist to identify preferred and least preferred types of activities.

3. Reading, "Favorite Things" p.21

1.5 Relates personal needs, values and interests to behavior, decisions, and relates them to activities.

A. Names personal preferences and relates them to activities.

1. "Job Choices" p.23

2. Give children open ended response sheets

if I had $10 I would spend it on

_____

if I could spend a day any way that I like I would spend it with _____ doing _____.

B. Explains why some activities are preferred over others.

1.6 Understands the effects of Maturation on self.

A. Identifies accomplishments one has done recently that were not done before.

1. Language Arts, "This Is My Life" p.25

B. Relates growth to accomplishment.

1. Social Studies,- "My, how you've grown!" p.26

References, p. 27

ALL ABOUT ME

Subject area competencies:
Classification, Organizational Skills

Basic skills: Oral/Listening

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 2

Career development objective/indicator: 1.1.A Identifying one's strengths and limitations

Suggested time = 3 days 30 min each day

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Awareness of self includes: 1) An individual's strengths and limitations, likes and dislikes, talents and disappointments. 2) Family life and past experiences which shape our life styles.	1) Each child lists things that are part of him/her: a) family members b) pets c) where child lives (house/apt.; city/country, etc.) 2) d) things he/she does well e) things he/she does not do well. 3) Then child lists likes and dislikes in: a) food b) sports c) subjects d) books e) famous people 4) Teacher discusses "whys" for #1 & #2 & #3 individually with each child. 5) Teacher and child then discuss how to prepare his/her own collage. How to paste and collect pictures on collage, e.g. Likes + Dislikes= Me 6) Child shares his/her "me" collage with class.	1) Teacher's picture collection 2) Magazines - especially those which include activities and colorful pictures 3) Children may bring in magazines 4) construction paper and glue 5) Snapshots from school photographer	Teacher Evaluation 1) Does the child realize that experiences and home environment lend to choosing and shaping a person's lifestyle? 2) Did the child recognize actual limitations and strengths readily? 3) Did the child express her/himself clearly? 4) Did the child discuss the collage with the class?

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GOAL AREA Awareness of Self

SUBJECT Creative Writing-Language Arts

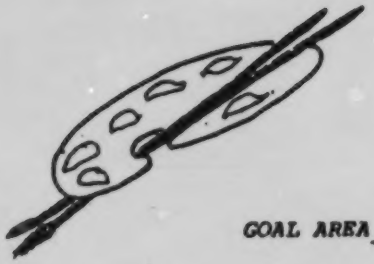
GRADE 2-3

Subject area competencies:
Decision making, following directions, punctuation, sentence structure
Basic skills: Writing, reading, spelling

Career development objective/indicator: 1.1A-Identifies things that one can do well; things that one does not do well.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Words that describe talents, activities, abilities II. Cutting stars from patterns.	1. Each child traces and cuts out 4 stars from a star pattern. 2. On the first star the child prints his/her name. 3. On the second star, student writes a word describing one thing that student is good at such as sports, reading or creative arts. 4. On the third star the student writes a sentence telling about what they are good at doing. 5. On the fourth star, the student draws a picture to illustrate the thing they do. 6. The stars are joined together with string or yarn and hung over the students' desks. 7. Class discussion of the students' choices. 8. Students finish the story that begins with "I'm a star at...."	1. Star patterns (1 for every 4 or 5 students) 2. Yellow construction paper 3. Scissors 4. Crayons, magic markers 5. String or yarn	1. Star mobile 2. Participation in group discussion 3. Stories-graded for: a. originality b. sentence structure c. neatness

Face Shapes



Subject area competencies:
Use of different materials
Observations of body
Basic skills: Tracing, cutting, shape recognition

GOAL AREA Awareness of Self

SUBJECT Art

GRADE K - 3

Career development objective/indicator: 1.2A-Child will be able to describe his/her own characteristics with a positive self concept

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Physical Characteristics - Face shapes: a. Round b. Square c. Heart shape d. Oval II. Tracing Coloring	1. Trace onto cardboard the four basic face shapes (round, square, heart shape, oval). Cut out the shapes. 2. Discuss face shapes. How each person has their own shape. Use magazine pictures. 3. Students select their own face shape. 4. Use a mirror with a grease pencil or a water base magic marker, so that each child can outline their own face. 5. Trace onto paper their own face shape. 6. Color face shape using varied materials. Realistic faces are expected.	1. magazine pictures 2. mirror 3. grease pencil or water base magic marker. 4. cardboard face shapes. 5. art materials (paper, scissors, yarn, cloth, pencil, noodles, glue, paint, finger paint 6. paper towels 7. Self Awareness: Career Awareness in Your Curriculum S. Theodore Noal: Instructo/McGraw-Hill; c. 1977	1. Does each child recognize their own face shape? 2. Have each child stand in front of the mirror. Compare choice of cardboard to outline on mirror. 3. Compare face shapes with one another. 4. Do others recognize the face that was made by the child?

IT PUZZLES ME

Subject area competencies:
Social Studies, Math

Basic skills: Addition and subtraction facts to 20

Career development objective/indicator: 1.2A Exhibits a positive- self-concept.--Describes and accepts one's own characteristics.

GOAL AREA Awareness of Self

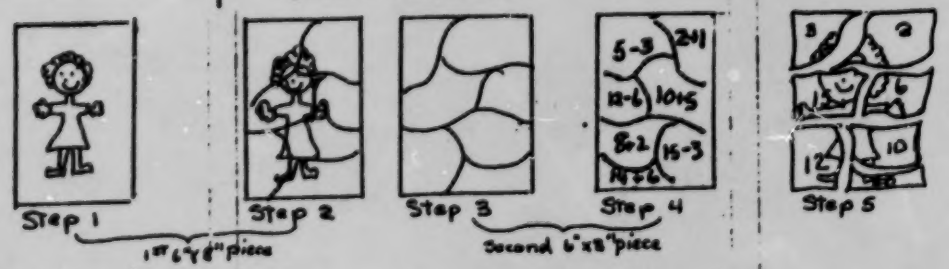
SUBJECT Mathematics and Social Studies

GRADE 1

Suggested time= 3 days 30 min each day

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Self-concept - Physical characteristics: a. Hair color b. Eye color c. Usual clothes d. Other II. Mathematical Sentences. - Addition and Subtraction to 20.	1. Discuss with children such things as hair color, eye color, shapes of noses, body size, etc. Allow each student to look in a mirror and tell class his/her hair and eye color and something else about the way he/she looks. 2. Give each student a piece of oaktag about 6" x 8" and have him/her draw a picture of themself. Include whole body. Allow student to look in mirror from time to time so picture will be as accurate as possible. 3. After picture has been completed a puzzle may be made. Have student cut his/her picture into various shaped pieces. (Large pieces are better)	2 pcs. oaktag (6" x 8") mirror pencil scissors crayons Mathematics cards, Addition, Subtraction facts.	Class Discussion Student Puzzles Positive responses of students to their own and other students' puzzles.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	3. (continued) After this is done give each student another piece of oak-tag on which to place his/her puzzle pieces. Now have student trace around each puzzle piece. On bottom sheet have student put number sentences in each space. On the corresponding piece have the student place the correct answer. Puzzle is now complete. 4. Students may place puzzle in an envelope or folder.. Folders may be passed around for others to complete puzzle. Students may try to guess the identity of the person whose puzzle they have.		



La Cabeza

Subject area competencies:
Reading and Language Skills

Basic skills: New Vocabulary and
Color Concepts
Career development objective/indicator: .1:2A-Students exhibit a positive self concept and describes and accepts own characteristics

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 1 - Bilingual

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Awareness of personal characteristics 1. Color of eyes 2. Color of hair 3. Color of skin 4. Height	1. Read story "Tuy Yo" and "Yo y Lo Mio" a. Discuss how we are all different 1. Color of eyes, hair, skin 2. Our families are different a. Our parents b. Grandparents c. Large families d. Small families	Books: Tuy Yo (You & Me) and Yo y Lo Mio (Me and What is Mine) Encyclopedia Britanica 1974 The Me I See Barbara Shook Hazen Nashville 1978	Student participation and interest in story.
	2. Give out ditto with face. Student will fill in their features-where they belong and their own characteristics.	Crayons Scissors Paste Construction paper (for eyes, mouth) Ditto paper	Teacher observation of finished project
	3. Student will label and read: Eyes, ears, hair, nose, mouth, face	Teacher made ditto See Addendum I	Student will be able to read and labie new vocabulary.
	4. Give out cut out felt to make face puppets of self and encourage students to say something about themselves in role playing.	Felt Kit (Economy #ch P-50) Woodcraft Woodside, N.J.	Participation and enjoyment of activity in a positive manner.

Colorea tos ojos, nariz
Color eyes nose

boca, pelo y cutis del
mouth hair skin the

color tuyo.
same color as yours

Aparea la palabra con
match the word with

la parte correspondiente
the part corresponding

Autograph Hunt

Subject area competencies:
Social Studies

Basic skills: Listening, Speaking, Spelling, Writing

Career development objective/indicator: 1.2B Accepts differences between self and others

GOAL AREA Awareness of Self

SUBJECT Social Studies

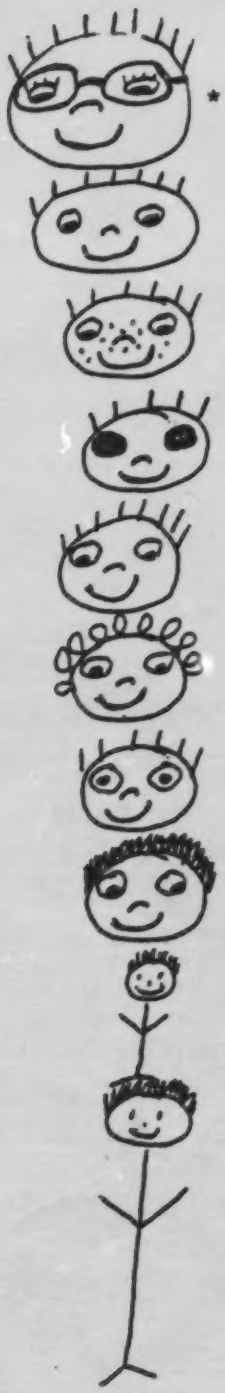
GRADE K - 3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Individual differences I. Physical a. Height b. Eye color c. Hair color d. Skin color e. Other II. What is an Autograph? III. Different likes and dislikes	1. Introduce the idea that people differ in personality also. Ask the following questions to stimulate discussion: Are you usually happy? talkative? Do you enjoy being with others? Give each child a "Building Block" ditto (see attached). Directions: Think about who you are and the words that describe you. Write a word in each box. Share your completed sheet with the class. (Children may need assistance in spelling etc.) 2. As a group, have the class make a list on chart paper naming the ways people are alike and different. Explain to the children that many of their friends probably differ from themselves in many ways. Discuss.	1. Duplicated Material, Autograph hunt	1. The student is able to identify different characteristics of others as evidenced on the autograph hunt. 2. The student expresses how being different is neither an advantage or a disadvantage. 3. The student can identify ways in which being different is an asset to the group.

Autograph Hunt (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	3. Tell the children that you have made a list of ten characteristics. Give each child a ditto. The children must find one person in the class that has one of the characteristics and get his/her autograph next to the correct picture(see attached). 4. Discuss "autograph hunt" with the children. How many children did they find that are different from themselves? alike? For example: Are you short and do you have curly hair? Who shares this characteristic with you? Who did you find that is taller than you? Display the children's papers on the bulletin board. 5. Students interview each other in terms of favorite things, least favorite things.		

"Autograph Hunt"



* wears glasses _____

has brown hair _____

has freckles _____

has blue eyes _____

has blonde hair _____

has curly hair _____

has green eyes _____

has black hair _____

is short _____

is tall _____

(Children can color ditto as the teacher reads it before doing this activity.)

* Physical characteristics

DIFFERENT ROLES...

Subject area competencies:
Self-awareness "Different Roles, Different people"

Basic skills: Discussion

Career development objective/indicator: I.2A Accepts differences of self and others

GOAL AREA Awareness of self

SUBJECT Classroom Guidance

GRADE K - 3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Roles a. Meaning b. Examples of situations 1. Working with other children. 2. Playing with children. 3. Relationships with parents. 4. Relationships with teachers. 5. Relationships with other persons. II. Differences between/among children.	PART I a. Introduce the word "anything". Have the children give possible meanings. b. Show the filmstrip "Anything" and play the record for the filmstrip. c. Discuss the different roles played by the character Anything in the story. d. Discuss how the character Anything was made to appear different in different situations. e. Have the children discuss different things that they can do and how this helps them adjust in their varied roles.	Focus on Self-Development- Stage Three: Development Scientific Research Associates Chicago, Ill.	Listen to the tapes to determine the needs of each child. Examples: a. What are the child's strengths? b. In what areas does the child feel insecure? (peer relations, adult relations, testing situations, etc.) c. In what ways does the child feel different from others? What affect do these differences have on the child's attitudes, relationships, and his or her ability to handle responsibilities? Check lists, Logs

Different Roles ... (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	PART II a. Have the children discuss how different children can do different things. b. Have the children discuss why everyone doesn't do the same thing in the same way. c. Have the children speak into a tape recorder and describe themselves and the ways they are the same as others and the ways they are different. d. Divide the class into small groups and share the recordings.		

ALIKE & DIFFERENT

Subject area competencies:
Language Arts and Social Studies

Basic skills: Fine-motor skills, listening skills
Language development

Career development objective/indicator: 1.2B-Exhibits a positive self concept, Accepts differences of self and others

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE EMR I

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. How every person is important in his/her own way. II. Alike and different.	1. View television program, Under the Blue Umbrella, "Yes I can," and "Alike But Different." 2. Discuss with class concepts developed in each program. 3. Have children construct paper bag puppets of themselves. Use mirrors. 4. Have the children use the puppets to tell how they are alike or different from others in class. 5. Have the children use puppets to talk about ways they are important. 6. Have the children list things that they can do. Use experience stories to illustrate.	1. Instructional TV Under the Blue Umbrella, Programs #1 and #2. 2. Magic Circle Activities from PALS, Basic Skills Development program. (PALS-Uni-Ed Pals G. Neser. Mon. College) 3. Paper Bag Puppets.	1. Teacher observation of how class treats one another during school day: playground, recess, sharing of materials. 2. Teacher's observation of child's feeling towards his or herself. Is the child motivated to work? Does the child react when His/her work is done well? 3. Teacher's observation of child's understanding of concepts discussed. Does the child participate? Can the child verbalize the concepts studied? Does the child use his/her puppet to illustrate concepts studied?

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
III. Acceptance vs. prejudice	7. Divide children into two groups (blue eyes/brown eyes, birthdays in first 6 months/last 6 months of year, etc.). Distribute pretzels or another treat to only one of the groups. 8. The children that have been discriminated against will naturally begin to question, "Why?" Explain your criteria and then lead their questions into a discussion of how they felt being left out. 9. Continue discussing that it is important to accept differences in others. Point out, as they have experienced, that physical characteristics, race, nationality, etc., should not determine friendship or privilege. 10. Show the filmstrip, The Hundred Dresses. If the filmstrip is not available, read the book to the class or read, Who Will Be My Friends?, or New Boy in School. or show the film Check It Out, Fat Albert and the Cosby Kids Series,	4. The Hundred Dresses by Eleanor Estes, Harcourt, Brace, World. 5. Filmstrips and cassettes for above. A Newberry Award Recorded Dramatization. 6. Who Will Be My Friends? by Syd Hoff Harper & Row 7. New Boy In School by May Justus, Hastings House 8. Film, Check It Out, Fat Albert & the Cosby Kids Series, Union Co. Film Catalog	5. A role-playing technique may be used. Ask groups of children to act out what they would do in the following situations: a. a boy or girl who does not speak English moves into their neighborhood. b. a physically handicapped boy or girl comes into their class. c. a family of a different race or nationality moves to town.

Everybody Says

Subject area competencies:
Self-awareness

Basic skills: Communication, Listening.

Career development objective/indicator: 1.2A,B-Exhibits a positive self-concept.

GOAL AREA Self Awareness

SUBJECT Social Studies

GRADE K-3

Suggested time: 30 to 45 min.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
POEM EVERYBODY SAYS Everybody says I look just like my mother. Everybody says I am the image of Aunt Bee. Everybody says My nose is my father's But I want to look like me! by Dorothy Aldis	1. Teacher led discussion on individuality. 2. Teacher led discussion on titles for posters and drawings the class will be working on. Example: I am the only one in the world. Everyone deserves a chance. Everybody is different. I want to be me. 3. Bulletin board with, "I am me" theme. 4. Have class draw pictures to show how they are different.	Poem EVERYBODY SAYS by Dorothy Aldis Posters, see activities for titles. Book: "Guess Who" by Lois Axeman Childrens Press, 1972	Students review and discuss self-portraits. Students list ways they see themselves different from a classmate. Teacher observation of individual student progress.

FRIENDSHIP WORDS

Subject area competencies: Vocabulary building, spelling, reading

Basic skills: Self-control, cooperation, good manners

Career development objective/indicator: 1.2C-Exhibits a positive self-concept/Relates well to others

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE K-3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Teach use of social amenities. A. Discussion 1.Identification "Excuse me" "I'm sorry" "You're welcome" "Thank you" "Good morning" "Good afternoon" "Please" "How are you" 2.Development of pupil insights into socially acceptable behavior.	1. Teacher leads generalized discussion to discuss importance of good manners in home and school. (Discuss importance of recognizing and expressing personal feelings in socially acceptable ways) "How can we make friends?" "How do we keep our friends?" "Why is it important to take turns?" "What should we do when someone wants to fight?" "How many ways can you think of to help someone?" "Why is it a mistake to steal?" "What happens if a person tells lies?" 2. Teacher and children compile list of "friendship" words into class chart. 3. Use "friendship" words in sentence or story form.	Good manners record Good manners book Good manners filmstrip Books Manners can be fun Lippincot(Leaf, Munro) Manners for Moppets Grosset(Betg, Betty) Manners to Grow On (Lee, Finn) Filmstrips Why Use Manners? Manners at Home. Manners at School Manners when Visiting Manners when Playing Do's & Don'ts of Good Manners	1. Teacher evaluation of peer group acceptance 2. Sociogram 3. Teacher will note increased usage of "friendship" words in appropriate situations. a. Keep record of each child, put a check beside name when words are used. 4. Pupil self-rating a. keep own record of usage similar to teachers' check list.

Family Work and Play

Subject area competencies: The Family as a unit

Basic skills: Communication

Career development objective/indicator: 1.3A-Identifies a preferred life style

GOAL AREA Awareness of Self

SUBJECT Social Studies

GRADE Kdg.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. The parent's role in the family and the fact that the family is the first socializing institution in their lives. II. A family is a group whose members do things together and have common concerns.	1. Discuss and list on a chart "What does your mother do for you?" What does father do for you?" 2. Make a bulletin board display of jobs father and mother do at home. List other family members as well. 3. Discuss the daily activities of the small family (from book) and what Mama and Papa Small do to take care of their family. 4. Make a cooperative chart from magazine pictures that show the things (work) families do together. 5. Draw pictures of your family's favorite fun. Put on bulletin board -- caption on board can be: Families Have Fun 6. Discuss the different kinds of work and fun families do and have together.	1. Books: "Papa Small" "Growing Up With Daddy" "Helping Mother" 2. Crayons 3. Pencils 4. Magazines 5. Scissors 6. Filmstrips: "Helping Mother"- EBE "Mrs. Bear & Her Family" - SVE	1. Do children show in discussion an understanding that parents take care of the family? 2. Can they describe their family group and their jobs at home? 3. Do the children have a feeling and belonging to the family group? 4. Can children list family members?

Favorite Things

Subject area competencies: Reading Comprehension

Basic skills: Writing and Reading

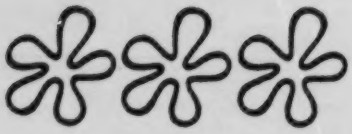
Career development objective/indicator: 1.4A-Lists most favorite and least favorite things.

GOAL AREA Awareness of Self

SUBJECT Reading

GRADE 2-3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Formulation of a Personal Activity Chart. II. Evaluation of chart to identify and become aware of activities and relation to self. Activities - most favorite Activities - least favorite	1. Each student will prepare a daily schedule of activities on an hourly basis. 7-8 wake up and dress 8-9 eat breakfast 2. Schedules will be read and self-evaluated. 3. Activities can be regrouped according to classification. A. Home Activities School Activities B. Reading Activities Non Reading Activities C. Active Inactive	Variety of resource books on things children can do. i.e. 1. Play with Paper by Thea Bahk Jensen 2. Something To Make Something To Think About by Marthan Olson Condit 3. Easy To Make Easy To Eat by Martha Olson Condit 4. The Lucky Cookbook for Boys and Girls by Eva Moore 5. Games by Jessie H. Bancroft 6. A Treasury of Games by Carl Withers	1. Attitudinal Survey Teacher made 2. Student lists of "Things I Like to Do" 3. Student Rating Scales 4. Booklet-made by student of ideas of "Things to do in School or at Home".



Attitudinal Survey for #1

1. When I have free time I like to _____.

2. Thing I must do every day are _____.

3. I like to _____.

4. I don't like to _____.

5. Something I never tried but would like to do is _____

_____.

6. Something I didn't like to do when I was younger but might try again is

_____.

JOB CHOICES

Subject area competencies: Filling out forms, answering questions, sentence structure, following directions, decision making
Basic skills: Reading, writing, spelling

GOAL AREA Awareness of Self

SUBJECT Reading/Language

GRADE 2 - 3

Career development objective/indicator: 1.5A Relates personal needs, values and interests to behavior, decisions and careers. Names personal preferences and relates them to activities.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Correctly filling out job application forms for classroom jobs. a. Name b. Address c. Qualifications	1. Explain to students that in order to obtain a job a person must fill out a job application. The application gives the employer information about the person applying for a job and it should be neat and the questions should be answered thoughtfully. 2. Pass around copies of real job application forms from stores, offices, restaurants and schools. 3. Tell students that they will fill out job applications in order to be eligible for classroom jobs. Explain the jobs and their responsibilities to the students. 4. Pass out teacher made job applications. 5. Help students fill them out. 6. Choose the best ones to do the jobs for that week. 7. Repeat activity often enough so students sample different jobs.	1. Real job applications from stores, schools, etc. 2. Teacher made job application (sample attached)	1. Teacher evaluates the applications on the basis of: a. Neatness b. Quality and thoughtfulness of answers given c. sentence structure d. spelling and punctuation 2. Students who write the best ones are given the job. Other applications are handed back with teacher comments and suggestions for improvements.

CLASSROOM JOB APPLICATION

Name_____

Address_____

1. Check the job for which you are applying:

_____ watering the plants

_____ leading the line

_____ sweeping the floor

_____ clapping the chalk board erasers

_____ cleaning the sink

_____ washing the chalk boards

_____ cleaning the fish tanks

_____ collecting the lunch money

2. Why do you want this job?_____

_____

_____

3. Why should I hire you for this job?_____

_____

_____

4. If you cannot have this job, what other job would you like?_____

_____

This is My Life

Subject area competencies:
Language Arts - Relates Accomplishments to Growth

Basic skills: Written Communication Skills - Oral Communication Skills

Career development objective/indicator: 1.6B-Understands the effects of Maturation on Self/Relates Accomplishments to growth

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 3

Suggested time: 1 week

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Growth and Development I. How our lives are changed through growth and development. II. Progress of life can be viewed through photographs III. Life style as infants, may not necessarily be our present life style due to our growth, development, and maturation.	1. Have students bring in photographs taken at different ages of their lives. 2. Have each child paste his photograph in chronological order on separate pieces of construction paper. 3. Below each picutre, the student will write a paragraph about the important aspects & accomplishments of the particular time of their life. 4. Bind booklet for each child entitled "This Is My Life."	1. Construction paper 2. Scissors, paste, paper fasteners 3. Students photographs from birth to present day 4. Pencils, crayons, for labeling 5. Tape recorder	1. Teacher observation during the project. 2. Read and check paragraphs about each student's stage in life. 3. Have students give an oral talk about their activity album. 4. Tape students as they speak about their life from birth to present day accomplishments.

MY, HOW YOU'VE GROWN!

GOAL AREA Awareness of Self

SUBJECT Social Studies

GRADE Kdg

Subject area competencies:
Observation of growth made through the year

Basic skills: Observation and communication

Career development objective/indicator: 1.6B Relates growth to accomplishments

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Observation of physical growth throughout the year. a. height b. size, reach 2. Observation of academic accomplishments throughout the year. a. numbers b. address, telephone number c. birthdate 3. Observation of physical skills. a. tying a bow b. running, jumping, skipping	1. Mark on a growth chart each child's height in September. 2. At mid-year and end of the year, outline each child's body on large paper. Color and cut out. 3. Compare each child's "picture" to the mark on the growth chart. 4. On a teacher-made chart titled, "ALL BY MYSELF", list tasks and each child's name: a. I know my numbers b. I know my address and telephone number c. I can tie a bow d. I know my birthday e. I can skip 5. Put a star by the child's name when a task is accomplished.	1. Paper 2. Crayons 3. Scissors 4. Tape Measure 5. Oaktag and stars for chart 	1. Teacher and student observation of each child's physical growth and progress throughout the year. 2. Discussion and evaluation with each child. Check (star) off areas on list that the children have accomplished throughout the year.

REFERENCES - AWARENESS OF SELF

Behrens, June. How I feel. Photographs by Vince Streano. Childrens Press, 1973.

Children's expressions of their feelings of love, anger, joy, and other emotions are reflected in the accompnaying photographs.

Brock, Emma L. Mary Makes a Cake. Written and illustrated by Emma L. Brock. Knopf, 1964.

"Grandmother, Mother and Father can hardly take impulsive Mary seriously when they hear she wants to learn how to cook. After many mistakes Mary learns that cooking takes patience and care."
- Publishers' Weekly

Cleary, Beverly. Ramona the Pest. Illustrated by Louis Darling. Morros, 1968.

Five-year-old Ramona doesn't think she's a pest, but she shows a lot of energy and not much patience during her first days in kindergarten.

Conford, Ellen. Eugene the Brave. Illustrated by John Larrecq. Little, 1978.

Embarassing as it may be for a nocturnal animal, Eugene the possum suddenly becomes afraid of the dark. At first his sister teases him, but in the end she helps him overcome his fear.

Conford, Ellen. Impossible, Possum. Illustrated by Rosemary Wells. Little, 1971.

No matter how hard he tried, Randolph simply could not hang by his tail from a branch, as the other possums could. But his sister, Geraldine, eventually shows him the importance of a little self-confidence.

Dunn, Phoebe. Feelings. By Phoebe and Tris Dunn. Words by Judy Dunn. Creative Educational Society, 1971.

Photographs picture various emotions - anger, crying, guilt, jealousy, frustration, worry, security, pride and laughter.

Gaeddert, LouAnn. Noisy Nancy Norris. Illustrated by Gioia Fiammenghi. Doubleday, 1965.

Nancy Norris was a very noisy child. She banged on the radiators, slammed doors, and jumped on the floor till the chandeliers rattled. One day she made too much noise once too often.

Hill, Elizabeth Starr. Evan's Corner. Illustrated by Nancy Grossman. Holt, 1967.

More than anything, Evan wanted a place to call his own, where he could be lonely, or quiet, or waste time, or just be. But in the flat where he lives there just isn't enough room until his mother points out that there are eight corners in the apartment, one for each member of the family.

Hughes, Peter. Baron Brandy's Boots. Pictures by Gerald Rose. Abelard-Schuman, 1966.

Baron Brandy has a terrible temper, but a poor cobbler and a pair of beautiful boots teach him that it is much pleasanter to be in a good temper.

Palecek, Joseph. The Surprise Kitten. English adaptation by Ed Sand. Parents' Magazine Press, 1976.

When a new kitten arrives in its midst, a family of cats attempts to make itself look just like her. But Father has some wise words about everyone's being alike.

Shortall, Leonard. John and His Thumbs. Written and illustrated by Leonard Shortall. Morrow, 1961.

"Everyone told clumsy John that he was 'all thumbs,' but when Grandfather started him on a tomato-growing career, he discovered he had a 'green thumb.'"

Smaridge, Norah. Raggedy Andy; the I can do it, you can do it book. Illustrated by June Goldsborough. Golden Press, 1973.

Raggedy Ann and Raggedy Andy demonstrate all the things they are learning to do on their own as they grow up.

Interpersonal Skills 2

2.1 Demonstrates awareness of the effect of self on others.

A. Is aware of feelings about self and others

1. Social Studies, "Facts and Feelings" p.33
2. After reading a story about several characters, have students identify the character most like them - least like them.
3. Discuss how children who are very different in personality and skills can work together.
4. Social Studies,"Neighborhood" p.35
5. Social Studies, "Oops" p.37
6. Social Studies, "More Feelings" p.38

2.2 Reacts positively to constructive criticism.

A. Accepts directions from others.

1. Physical Education, "Row, Row, Row" p.41
2. Have students exchange work and help one another improve by pointing out one good thing about the work and one suggestion for improvment.

2.3 Works with others regardless of sex, race, cultural differences.

A. Is aware of how self is different or like others.

1. Use small groups for working on projects; change groups frequently.
2. Make up a poem or story about you and someone else in the class.
3. Art, "Viewpoints" p.43

B. Accepts cultural and racial differences.

1. Share holiday and food customs in the class.
2. Social Studies, "Children of the World" p.44

2.4 Analyzes differences between personal values and the value orientations of others.

A. Understands that people's likes and dislikes differ.

1. Ask students to name their 2 or 3 favorite vegetables. Divide into groups according to their favorites.
2. "Taste To" p.47

2.5 Affirms the need for positive interpersonal relationships.

A. Identifies situations in which people need to work together.

1. Language Arts. "Helping" p.49

2. Use group work in solving problems. Discuss the importance of cooperation.

3. Have students teach each other. When one student achieves a task or gets a concept, encourage him/her to help another student who has not yet achieved it. Set guidelines so that helpers do not end up doing the work.

4. Set up small assembly lines making classroom decorations, i.e., designing, drawing, cutting, pasting, hanging up. Discuss the need for helpers.

5. Assign students to act as "helpers" for certain classroom activities for specified periods of time. Discuss the value of helpers to the group.

B. Makes positive statements about others.

1. Students exchange papers after writing (or drawing) about a personal experience. Each student is to list one positive statement about the work they are veiwing.

2. After having worked together on a project in groups, have each student say something positive about the others' participation.

3. As a teacher, set an example by making positive statements to each child.

C. Relates well to those of similar and diverse backgrounds.

1. Use short-lived work groups to enable students to experience working with different students at different times.

2. Encourage children to share family backgrounds, traditions.

2.6 Resolves conflicts involving groups.

A. Identifies reasons for problems that occur when people work in groups and makes suggestions for improvement.

2.6. A. 1. Any group work sets the stage for discussion. When the task is done, ask:

a. What helped the group accomplish its task?

b. What problems occurred? How did you handle them?

c. What would you do differently next time?

2. At some point following several experiences in which there is group work, offer students a check list or open ended questionnaire:

Examples:
a. When working in a group, I _____.

b. Sometimes in a group, people _____.

c. When the people in the group have a problem, it is best to _____.

d. The best thing about working together is _____.

3. Have students read or listen to stories involving groups or teams working together. Discuss the possibilities that might have been by asking, "What If."

a. What if someone did all the work of the others?

b. What if someone didn't work at all?

c. What if the members of the group did not work together?

d. Etc.

◆4. Social Studies."Symbols" p.50

2.7 Recognizes the role of constructive and positive competition.

A. Understands competition and the rules for positive competition.

1. Spelling bees, mathematics races and other forms of classroom competition are suitable.

2. Students discuss how to compete as an individual or as a team.

3. When having team competitions, set up situations in which students coach each other.

◆ 4. Mathematics, Social Studies. "Rules of the Game" p.53

◆ 5. Mathematics. "Speedway" p.55

◆ 6. Language Arts. "Grammar Bee" p.57

◆ 7. Spelling, "Spelling Olympics" p.59

2.8 Identifies and uses interpersonal skills.

A. Identifies ways in which he/she is able to help others.

◆ 1. Language Arts, Social Studies. "Helping Others" p.61

◆ 2. Language Arts, "Alphabet Stew" p.63

References, p. 64

Facts & Feelings

Subject area competencies:
Human relations and interpersonal skills.

Basic skills: Listening, Vocabulary development

Career development objective/indicator 2.1A Improve Human Relationships
Increase Interpersonal Skills.

GOAL AREA Interpersonal Skills

SUBJECT Social Studies/Guidance

GRADE K-3

Time Needed= one forty-five minute class

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Individual- a single human being. II. Facts and Figures- things that are true about a person all the time. III. Actions- What a person does. IV. Feelings- a persons emotions. Help students relate above word meanings to self and others. A. Happy B. Sad C. Excited D. Tense E. Relaxed	1. Discussion about human relationships led by teacher. 2. Introduce film and explain objectives. 3. Have children make scrap book about themselves and other children in the class 4. Have children study individual differences and similarities by measuring foot sizes, hand shapes, hair coloring, heights, etc. 5. Discuss feelings as part of individual and interpersonal factors. 6. Have students depict feelings in pictures. 7. Activity: Ask questions What makes you happy? What makes you sad? Discuss which things involve other people.	Sound Filmstrip for Primary Years "WHO DO YOU THINK YOU ARE" by G.A. Guidance Associates of Pleasnatville, N.Y. Book: "Guess Who" by Lois Axeman Childrens Press 1972	1. Teacher made test on meaning of facts, figures, actions and feelings. 2. Have class make a list of facts and figures they know about a classmate. 3. Class discussion on what facts are true about an individual at all times. 4. Students name several feelings.

Facts and Feelings (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
F. Angry G. Scared H. Loving I. Lonely J. Frustrated K. Proud	8. Bulletin Board with either pictures from magazine or from Trend Enterprises: Exploring Our Emotions kit. 9. Read appropriate story for each feeling. 10. Children write a story and draw a picture for each feeling. 11. Make a booklet. Cover can be made while listening to a recording of song - "Feelings"	1. Trolley Books - Economy Company "The Sad Book" "The Mad Book" "Do You Ever Get Scared?" "Happiness is Twelve Months Long" "Helping Makes Me Happy" - Love feeling. 2. Record - "Feelings" 3. Construction Paper 4. Composition Paper 5. Pencils 6. Crayons or paint for pictures and cover of book	5. Completed Feelings Booklet. 6. Teacher Made Test Matching sad angry happy scared Draw a picture of something that shows love. Draw a picture of something that scares you.

Neighborhood

Subject area competencies: Relationship between home and school location

Basic skills: Reading, drawing

Career development objective/indicator: 2.1A. Demonstrates awareness of the effect of self on others. Is aware of feelings about self and others.

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 2

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. What is a neighborhood a. School b. Homes c. Streets d. Stores, Churches, etc. e. People, Friends II. Using simple maps a. locating places in neighborhood in relation to each other b. locating places in neighborhood in relation to school III. Self concept. a. as relates to friends b. as relates to community	Put a large sheet of craft paper on floor that has the streets of school district drawn in. Teacher identifies streets for children and writes in street names as children tell class name of street they live on. When all street names are printed on map, ask children if they know where the school is located. Point to spot on map (for school) and name both streets that form intersection. Children then draw pictures, and color them, of their own homes. They cut them out and paste them on the map, with teacher help, at the approximate location on their street.	Families and Social Needs. King, Brocken, and Sloan. Laidlaw Bros., Div. of Doubleday, 1968, p.38. (T42, Teaching Helps) Craft paper for map Magic marker Drawing paper, crayons, scissors	Teacher observation: -students working together; -student recognition of places on map. Student feedback

Neighborhood (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	Teacher then asks children what other buildings they think should be included in the neighborhood (they suggested two churches, the school, gas station, a bar, food store, barber shop, furniture store, funeral home, and candy store.) Children then draw these buildings, color and cut them out. They are then placed and pasted in proper location on the map. Children may want cars and crossing guards on map. They may add these to map.		

Oops

Subject area competencies: Singing a song.

GOAL AREA Interpersonal Skills

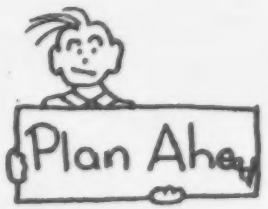
SUBJECT Social Studies/Music

Basic skills: Music, listening skills.

GRADE 1

Career development objective/indicator: Demonstrates awareness of the effect of self on others. Is aware of feelings about self and others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Awareness of feelings about self. II. Awareness of feelings concerning errors. III. Awareness of the effects mistakes can make on personal growth.	Watch the film, "Oops, I Make a Mistake." Orally discuss what a mistake is, mistakes we have made, how we feel when we make a mistake. Key questions: 1. What mistakes do you make? 2. What can you do after you have made a mistake? * Mistakes are part of learning and growing. Listen to the song, "Oops, I Made A Mistake." Repeat the words, sing the song. Use of creative dramatics also a successful activity. Act out mistakes.	Film: The Most Important Person Series. "Oops, I Made A Mistake" Encyclopedia Britanica Educational Corp. Dept. 10A 425 N. Michigan Ave. Chicago, Illinois 60611 Available through Teacher's libraires, guidance offices. Recording of song, "Oops, I Made A Mistake"	Teacher observation of student understanding. Key questions: What do you feel like when you make a mistake? If you should make a mistake, what could you do about it?



MORE FEELINGS

Subject area competencies: Social Studies, Language

GOAL AREA Interpersonal Skills

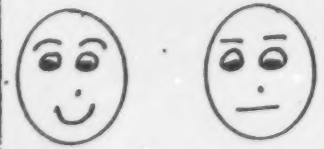
SUBJECT Social Studies/ Language

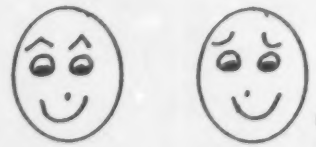
Basic skills: Self-expression, Listening, Speaking, Writing.

GRADE K-3

Career development objective/indicator: 2.1A. Demonstrates awareness of the effect of self on others. Is aware of feelings about self and others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Introduction of Different Feelings A. Read "Feelings" by Phoebe and Tris Dunn II. Discussion of Own Feelings A. What makes children feel happy, sad, etc. III. Discussion of Others' Feelings A. What makes mother or father sad? angry? IV. Sharing Emotions A. Draw pictures that show different feelings experienced during the day. V. Listening About Feelings A. Tape and "feelings face"	1. Explain the different feelings people experience by reading "Feelings" by Pheobe and Tris Dunn. Discuss. 2. Have the children share about times they felt sad, happy, lonely, surprised, etc. 3. Ask the children to complete the feelings worksheet. (time: two 45- minute periods)	tape recorder oaktag crayons "Feelings" by Pheobe and Tris Dunn, Creative Educational Society, Inc., 1971 Trend bulletin board display - T-755, "Exploring Our Emotions"	I. Teacher Observation II. Written A. Ditto - Feelings Worksheet (see attached)





FEELINGS WORKSHEET

1. Answer the following:

   a. What makes your mom get mad?

   b. Why do your friends get angry?

   c. Is your dad ever sad?

   d. What makes you saddest; happiest?

2. Draw one picture for each of the following:

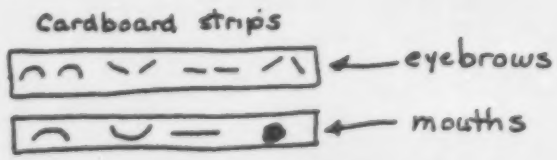
   a. I feel _____ when my mother yells at me.

   b. It makes me so angry when _____.

   c. I was so surprised when _____.

   d. I feel _____ when my friend is nice to me.

3. Make your own face on oaktag. Place two slits where the eyebrows should be. Place two slits where the mouth should be. Cut two long strips of oaktag that can clide into the two slits. Slide the strips to make a different face matching the feelings in the tape recorded story.



4. Match the following:

   a. I feel this way when I get a big hug from my mother....
   b. When I can't do something I want to do I feel....
   c. When I cry it is because I feel....
   d. I yell when I feel....
   e. When I am lost I feel....

STORY FOR TAPE

When you are very angry you sometimes cry or yell. It probably makes you angry when your friends won't let you join in a game. How do you look when you feel angry? Show me, using your "feelings face."

When you are unhappy, you might cry also. Think about what makes you unhappy. Show this feeling on your paper face!

On your birthday you feel very special. It is your big day! You might have a party and open many pretty packages. How do you feel now?

When you are hurt or lonely, the best feeling is a hug from your mother or father. You feel better after she/he comforts you. Show this feeling on your paper face.

Proud is what you feel when you are happy about something you have done. You did your best, or won a race,and you feel terrific. How can others tell you feel proud and good about yourself? (pause) Did you put a big smile on your feelings face?

ROW,ROW,ROW

Subject area competencies:
Gross-motor development, verbal expression

Basic skills: Giving and following oral directions, awareness of position-in-space, discrimination of left-right
Career development objective/indicator: 2.2A K-3 Accepts directions from others

GOAL AREA Interpersonal Skills

SUBJECT Physical Education

GRADE Primary Neurologically Impaired

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Physical Education Reinforcement of: - gross-motor skills - directionality - position-in-space - laterality - group cooperation and problem solving - responsibility in guiding others and following directions	The teacher will explain that this is a group activity to test concentration and their ability to follow directions. Students will work in pairs--one a "rower", and the other a "dockworker". The problem is that there was an accident and a ship exploded. The lone survivor was left blind by the explosion. Now the dockworker must guide the blindfolded rower (who must walk backwards like he is rowing) through a dangerous rocky channel to safety. When the rower gets to saftey at the dock, or if he bumps into a rock, both he and the dockworker are replaced by two others. All students get a turn.	Blind Fold, Chair Text: Cowstails and Cobras, (Rohnke), Project Adventure, 1977	I. 1. Clarity of directions 2. Correctness of following directions 3. Proper group cooperation 4. Improvement in directionality etc. 5. Recognition of need for working together (verbalizing in discussion) 6. Awareness of other situations where cooperation is necessary.

Row, Row, Row (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	(Continued) Procedure: The dockworker stands on a chair at one end of the channel and the rower at the other. The other students form the "rocks" in the channel. The dockworker must guide the rower by <u>verbal directions</u>. This necessitates clear directions, as well as accurate responses on the part of the rower.		II. Both individual and group skills are developed. After all students have had a chance to participate, have a discussion about the game; - how did it feel to be the rower, the dockworker? - which one was the easiest? - did the rocks want the rowers to make it? - who went the furthest? - why?

[illegible]

Subject area competencies: Creative drawing. Increase perceptual skills, expressive language.

Basic skills: Follow directions, drawing and coloring skills, interpretive skills.

Career development objective/indicator: 2.3A. Is aware of how self is different or like others.

GOAL AREA Interpersonal Skills

SUBJECT Art

GRADE K-3, NI

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Creativity through Art. II. Perspectives A. Personal interpretation B. Imagination III. Individual differences	Two art projects will be completed and the results obtained discussed. 1. Give each student a piece of drawing paper on which a symbol or symbols have been drawn. Each child is to complete a picture letting the symbols suggest the subject and become part of the picture. EX. (Also see attached sheet) 2. Make ink blots by dropping paint on ½ sheet of paper and folding. Let dry. Hold up pictures for children to see and ask them to imagine what it might be. More able students may write their responses.	Developing Positive Self-Awareness (Milliken, 1977) Developing Understanding of Self and Others. (American Guidance Service Kit)	Oral Report Allow each child to show his picture to the class and explain it. Class Discussion 1. Did everyone see the same thing? 2. Were any of the answers wrong? Emphasize the fact that everyone does not see the same thing.

Children of the World

Subject area competencies:

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

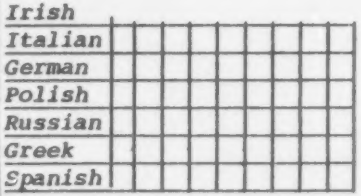
Basic skills: Listening

GRADE K-3

Career development objective/indicator: 2.3B Works with others regardless of sex, race, cultural differences

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Cultural and racial differences A. Nationality B. Language C. Culture, Customs D. Race II. Americans are descendents of people from other countries or aboriginal Indians.	I. Discussion (use chalkboard) A. Vocabulary 1. Nation 3. Race 2. Nationality 4. Culture B. Language Differences (ex., France/French) II. Study Prints - Children of Different Countries. Discussion: A. Differences in dress B. Color C. Recreation III. Identify personal A. Nationality B. Language C. Culture, Customs D. Race IV. Roots Booklets are created. Could include: maps, recipes, photos, pictures cut from magazines and travel brochures, book reports, artifacts, displays.	1. Study Prints (Singer Society for Visual Educ., Inc.) Children of: Europe, Asia, Africa, Australia, North America, South America, Pacific Islands 2. The Child's World Games and Other Activities. 3. Library Books - pre-selected and reviewed 4. Filmstrips - Cassettes - Coronet: American Families (Garcias, Wangs, DeStafanos, Taylors, Jacksons, Mandels) 5. Childcraft - Vol. 9 "Holidays & Customs" 6. Teacher-made ditto "What Are Your Roots?" (attached)	1. Teacher checklist - may be written or oral. 2. Immediately following lesson: a. Define the four vocabulary words. b. Name countries and language spoken c. What differences did you notice in the color, dress, and appearance of the children in the pictures? d. How would you react if one of these children were to come to your classroom tomorrow? 3. Teacher made inventory converted into a graph. 4. How many children of different backgrounds are represented in the class group?

Children of the World (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
		7. Encyclopedia 8. Magazines, travel brochures. 9. Book Report forms.	ETHNIC BACKGROUND  Number of children color in squares. Children may check themselves off. 5. Compare with a second inventory. "Who Likes _____ Food?" to point out that ethnic background does not limit tastes in food.

WHAT ARE YOUR ROOTS?

Instructions

1. Put your family's last name on the tree trunk.
2. Put your mother's name on one branch and your father's on the other. If you have a stepmother or a stepfather, add a branch by drawing it in.
3. Put your name on the apple. Add apples for your sisters and brothers.
4. Write in the names of countries that your ancestors cam from on the roots. Write in the names of your ancestors if you know them.

Finding Out More About Your Roots:

Food: Write down the names of some special foods that your family eats that were handed down by your ancestors.

Language: Write down any special words that your family still uses that comes from your ancestors' language.

Traditions: Write 3 sentences that tell some things that you do in your family today that were handed down by your ancestors. Are there any old family stories about any of your ancestors.

Old Stories: Are there any old stories that tell something funny or exciting about any of your ancestors? Write it down.

Heirlooms: Does your family have any possessions or artifacts that come from any of your ancestors or from their land? These include jewelry, clothing, utensils, pottery, etc. What about a family Bible? What about photographs?

More Things For You To Do

Work with your family. Put together a folder of your family's roots.

1. Look up the country (or place) of your ancestors in a book, atlas or encyclopedia.
2. Draw a map, or obtain a map, and put in pertinant information.
3. Cut out pictures and use photographs to show the kinds of clothes, homes, etc.
4. Read a book about the country.
5. Add pictures of your family now. Tell the date. Tell about your family now.

Find your Roots. Explore them. Be proud of them. Deepen them. Be proud of yourself!!

TASTE IN

Subject area competencies:
Nutrition: Eye and Taste Appeal of Raw Vegetables

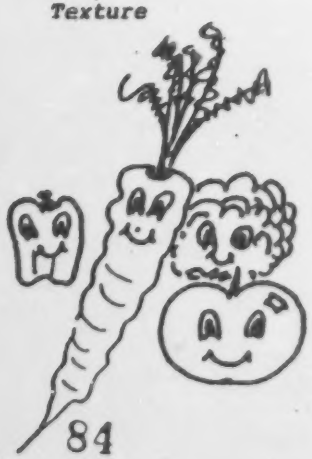
Basic skills: Communication; Observation

GOAL AREA Interpersonal Skills

SUBJECT Health

GRADE 3

Career development objective/indicator: 2.4a Analyzes differences between personal values/Understands that people's likes & dislikes differ.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Vegetables Appearance Color Texture  84	1. <u>One Week Before</u> "Taste In" send home letter to parents requesting enough of one kind of raw cleaned vegetable for the entire class to sample. Request a different vegetable from each parent. 2. Discussion: What kinds of vegetables do you like? Why? What kind do you dislike? Why? 3. <u>One Week Later</u>. Have all vegetables brought in and arranged on trays. 4. Let children select vegetables for tasting a few at a time. Pass out dip and dressing. Observe to see which vegetables go the quickest. Allow children to go back for seconds and thirds.	1. Teachers Manual from <u>Food..Your Choice</u> National Dairy Council PP. 18-19 2. Parents Cooperation 3. Vegetable Request letter 4. Vegetables, Dip Dressings 5. Trays 6. Paper plates and plastic utensils.	Note: It is important <u>not</u> to come up with a class favorite or least favorite and to minimize peer influence that would produce a negative response. 85

Taste In (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	5. List vegetables served on board. Have children describe the appearance, color & texture of each. Discuss with class how these might influence their choices of vegetables to taste. Also discuss how opinions of other children might influence their decision to choose a certain vegetable. 6. Have the children list the vegetables from most favorite to least favorite from among those available in the "Taste In".		

HELPING

Subject area competencies:
Language Arts/Social Studies

Basic skills: Language development, Listening

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

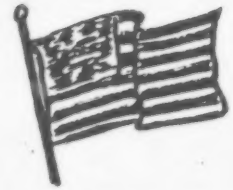
GRADE EMR I

Career development objective/indicator: 2.5A Affirms the need for positive interpersonal relationships/Identifies situations in which people need to work together

Suggested time= 30-45 min.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Ways in which people help each other II. Ways in which students help in the classroom III. Situations at home that require cooperation 	1. Seat class in a circle. 2. Read story 3. Elicit discussion about what the children did in the story to help each other and the class. 4. Act out situations in which each person can help another: a. getting and finding materials b. picking up scraps from floor c. helping to tie shoes and zip coats d. lending pencils or erasers e. taking turns at the sink 5. Guide discussion about how students can help each other in the classroom. Use pictures for non-readers. 6. View filmstrip 7. Use puppets to give each a chance to verbalize concepts studied. 8. Discuss helping situations at home. Draw a picture of helpers at home.	Social Learning Curriculum (Charles E. Merrill) Phase 9 Book: Mister Roger's Neighborhood, Golden Press. Pictures from books and magazines showing people helping others Filmstrip: Sharing With Others- Guidance Stories, Encyclopedia Britannica Films	1. Teacher observation of children's behavior toward one another in class. Check list. 2. Does the child behave in such a way that he shows understanding of concepts studied? Are there fewer fights in the classroom? Are students helping one another in the classroom? Does the child play with others? 3. The child will verbalize to the class concepts discussed.

SYMBOLS



GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE K-3, NI

Subject area competencies:
Working as a member of a group, Participating in an Art Activity, decision-Making
Basic skills: Geography, Art, Perception, Oral Communication

Career development objective/indicator: 2.6A Identifies reasons for problems that occur when people work in a group and makes suggestions for improvement.

Suggested time=4 sessions, 30 min.each

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Emphasis should be placed on the fact that members of the group will have to work together to produce one product. After each session, time should be given to discuss the group process (see Evaluation items). I. Symbolism a. Colors b. Flags II. Problems involved in teamwork. a. Leadership b. Rules c. Decision making d. Resolving conflict	This activity will take several sessions. In the first session, introduce the activity by talking about symbolism and color and how they are used in flags. Give children descriptions of their countries so they can think about their flag between sessions. In the next session, the children are to make a rough draft on paper. Tell the children that by the end of the session, they should be ready to order materials. Each group should have a "materials representative" who will order and pick up materials. In the next session, the children should create their flag and in the last session, the children report to the class about their flags and how they worked together to create them.	Pictures of Flags of several familiar countries and U.S. Developing Positive Self-Awareness, Milliken	1. Discussion Questions to be used after each session a. How well are you working together? b. What decisions were made? c. Is there a leader? How did this come about? d. Are there any difficulties? e. What conflicts were there? How is conflict resolved? f. Are there rules for group members? What part do rules play in the group? 2. The Flag and oral report 3. Teacher observation

Symbols (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)

4. Feedback.
5. Check list

	Yes	No	Don't Know
I prefer working in a group to working alone			
Our group had problems agreeing			
It was important to have a group leader			
Some members worked harder than others			

SAMPLE DESCRIPTIONS

The Zumwal Islands

The Zumwal Islands are located somewhere in the Pacific Ocean. They are a chain of eight large islands and three smaller ones. No one lives on the three smaller islands, but they are used for hunting and fishing. Most of the Zumwalians work in the fishing and shipbuilding industries.

The Zuma Bird is very rare and beautiful. Only a few are left and they live on the Zumwal Islands. The Zuma Birds are protected by the government. The people call this bird "The Bird of Life", and believe that when the last Zuma Bird dies, the end of the world will come.

The Planet Galupay

Galupay is a planet with many tall, sharp mountains and red dust. Nothing will grow in the red dust, but inside the caves in the mountains many strange and wonderful plants grow. The people also live in the caves and underground, since it is too hot to come out, except at night. At night, the six moons which circle around the planet make the mountains and dust glow glow a deep red.

The Galupyians believe that the six moons are the gods of Health, Love, Peace, Wisdom, Strength and Beauty.

Every year, during the Festival of the Moons, a huge fire is lit to give honor to the six Gods.

Rules of the Game

Subject area competencies: Math, Social Studies

GOAL AREA Interpersonal Skills

SUBJECT Math, Social Studies

Basic skills: Basic addition and subtraction

GRADE 1

Career development objective/indicator: 2.7 A. Recognize the role and rules of constructive and positive competition.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Group Discussion A. Meaning of competition. II. Introduction to Games A. Rules of games B. Play games III. Group Meeting A. Classify games B. Experience chart on how games are alike/different.	Duration: One Week I. Conduct a discussion on competition, i.e., What does the word mean to the students? In what way do people compete? What do people compete? Why do we need rules? Is it necessary to win? In what sports/games do students think people compete against themselves or others? II. Show the different games to students. Discuss the rules and how to play each game. Allow students to play various games. (About 3 or 4 days.) (See attached sheet for a list of games.) III. Organize a group meeting. Discuss the different games and how students felt while playing a certain game. Now classify games with students as to those played against self and those against others. Make experience chart showing how these games differed. Make another showing how games were alike.	Dictionary - (meaning of competition) Math Flash Cards Math Calculator (Little Professor) (Quiz Wiz) Chutes & Ladders (gameboard) Math Puzzles (Teacher Made - see attached sheets) Egg Timer	I. Teacher Observation II. Experience Charts III. Given pictures of games and sports, students will classify them according to type of competition.

I. Self-Competition

Addition or Subtraction Puzzles

Students have to match puzzles. Student is given an egg timer. He/she tries to put as many puzzles together as possible before timer runs out. Student repeats this three or four times. (Can be done on different days.) He/she records the number of puzzles completed each time.

Math Calculators

Little Professor
Quiz Wiz

II. One-on-One Competition

Chutes & Ladder Math

Use a Chutes and Ladder gameboard and two pieces.
Set up three dice. 1st die 0,1,2,3,4,5
2nd die 0,1,2,3,4,5
3rd die +,-,+,-,+,-
Player throws all three dice. Player must set up a number sentence and give correct answer. If answer is correct, player may move that many spaces. If incorrect, player loses his/her turn.

III. Team Competition

Addition/Subtraction Baseball

May be played outside and students may actually run bases or may be played inside on blackboard.

1. Set up two teams.
2. One team is up at bat and the other team is in the field. One student on the team in field pitches by showing a math flash card to student at bat. If student at bat gives the correct answer, he/she may advance a base. Each team is allowed three outs. Runs are scored each inning and added for a total. (Amount of innings should be determined ahead of time.)

LESSON PLAN

Subject area competencies: Telling time using a second hand; Multiplication, addition

Basic skills: Multiplication, addition

Career development objective/indicator: 2.7A Understands competition and the rules for positive competition.

GOAL AREA Interpersonal Skills

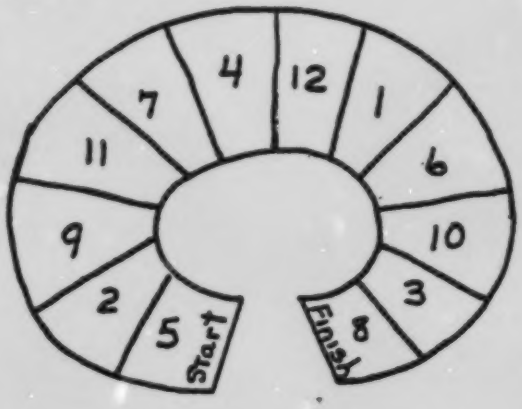
SUBJECT Mathematics

GRADE 3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Multiplication table two-times table 	Speedway race - duration 5 days Day 1. Design and name speedway. Divide students into teams of four. Each student will be team leader for one day. Explain leader functions: a. fill in blank speedway b. serve as timekeeper and recorder Explain activity (see attached) Run through activity one time. Days 2,3,4. Assemble into teams and conduct timed races. Day 5. Teacher times each group using speedway on chalkboard. Record each team's time on first and fifth day; winning team is one that shows the greatest improvement over the five day period.	1. Speedway design (see attached sheet) 2. Packets of four copies for each team. Date____ Leader____ Name Time _____ _____ _____ _____ _____ _____ _____ _____ Total _____ 3.Random placement of numbers on speedway, changed daily and placed on chalkboard. 4. Model car for each team. 5. Clock with sweep second hand for each team.	1. Teacher observation of individual student progress 2. Written test to determine skill mastery. 3. Class discussion of activity involving teamwork. a. Describe now team worked toward improvement. b. What advantages are there in working as a team to improve individual members' abililities?

DIRECTIONS FOR SPEEDWAY GAME

Speedway design:



Directions:

1. *Each day of the week the team will meet to practice the two times facts.*

2. *A student goes through the speedway by initially placing the car on a number in the center of the speedway. Student then moves car to first numbered blank after starting line saying, "two times _____equals_____." Student follows this practice for each succeeding blank on the speedway. If an error is made, the group calls out the correct response, student restates fact, and proceeds. When the race course is completed, leader records time on daily record sheet. After each team member has completed the race course, leader records total time for the day.*

Grammar Bee

Subject area competencies: Parts of speech - verbs, nouns, pronouns, and adjectives

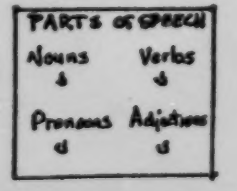
Basic skills: Reading

Career development objective/indicator: 2.7 Recognizes the role of constructive and positive competition. Understands competition and the rules for positive competition.

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Review of parts of speech with examples of each: A. Nouns B. Verbs C. Pronouns D. Adjectives II. Competition - positive aspects. A. Self improvement B. Team work C. Fun D. Skill development	I. Review of parts of speech with examples of each. A. Nouns - person, place, or thing (boy, city, ball) B. Verbs - action words (run, play, write) C. Pronouns - take place of noun (he, their, it) D. Adjectives - describing word, modifies noun (big boy, dirty city, red ball) II. Contest - "Grammar Bee" A. Divide class into two teams (Red and Blue) B. Distribute to each team color coded cards with parts of speech (floor, she, brown, jump) on them. Number of cards to equal number of players on each team. (Holes punched top). C. Teams line up on opposite sides of room facing chart. Hooks to	I. Cards with parts of speech printed on them - hole punched on top. Approx. 2"x3"; color coded. As many as needed for class size and time allotted. (1 apiece, 2 apiece, etc.) II. Parts of Speech Chart  	I. Teacher observation of student participation. A. Obeys rules B. Follows directions II. Written test to determine skill mastery. List words in correct column (nouns, verbs, pronouns, adjectives) III. Class discussion of positive aspects of competition

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Grammar Bee (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	II. C. (cont'd) hang cards are under each heading on chart. D. First team member draws card and reads word and identifies part of speech. If correct, he/she may hang card on appropriate hook. If card is incorrectly identified it is out of play until later. E. Opposing team follows suit. This continues until all cards are played. F. Incorrectly identified cards are then put into play for extra points. First player on either team to raise hand gets chance to name part of speech on card. G. Winning team is determined by counting correctly identified red and blue cards hanging on chart. Team having most cards + extra points wins "Grammar Bee."		

spelling olympics

Subject area competencies: Study Skills, working independently, working on your own and in cooperation with a partner.

Basic skills: Putting words in alphabetical order, rhyming words, writing sentences.

Career development objective/indicator: 2.7A. Understands competition and the rules for positive competition.

GOAL AREA Interpersonal Skills

SUBJECT Spelling

GRADE 3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Spelling Vocabulary II. Olympic Competition	1. Discuss olympic events with students. Talk about the hard work and dedication it takes to win the Olympics. Explain activities and how to win spelling olympics. 2. Assign each child a partner. 3. Give list of 10 spelling words to each child (have several lists to students may get a new one when they finish one). 4. Students write list words in sentences, alphabetical order, find rhyming words and write each word 5 times and submit these activities to the teacher. 5. When students feel they can spell all 10 words, they go to their partner who gives them a written test. If they get all words right, they write the 10 words under their name in the binder, move their symbol up 1 milestone on mountain, get new list and	1. Two 22X28" sheets of posterboard, gold or yellow ribbon, a ring binder, felt tip markers. 2. Draw 20" high mountain on 1 piece of posterboard. Starting from the bottom, mark off milestones 2" apart and number consecutively by 5's. Tape individual symbols (one for each student) across the bottom. Write "Join the Olympic Race to the Top" on the poster. 3. On the second poster put heading, "Third Grade (or whatever grade you teach) Olympic Champions."	1. Sentences, list of words in alphabetical order, list of rhyming words and words written 5 times each (all the above items handed in to teacher and graded by the teacher). 2. Student given check up tests.

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Spelling Olympics (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	start again. If they get more than one wrong, they must write more sentences and wait at least 1 day before being tested again. 6. Each time they finish a list and get all the words correct, they move up the mountain. When they reach the top, they get a "Spelling Champion Medal" and their name is put on the Spelling Champion List hanging in the room.	4. Staple award shaped ribbons to yellow or gold construction paper circles and print "Spelling Champion" on each circle in marker. 5. Write each student's name on page binder.	

HELPING OTHERS

Subject area competencies:
Language Arts - Social Studies-Personal Development

GOAL AREA Interpersonal Skills

SUBJECT Language Arts - Social Studies

Basic skills: Listening/Speaking/Writing
Word Recognition Word Meaning

GRADE K - 3

Career development objective/indicator: 2.8 Identifies and uses Interpersonal Skills A. Identifies Ways in Which He/She is able to help others.

Day I (30 mins. Approx)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Language Development A. Discussion skills 1. Speaking Skills a. Speak clearly b. Take turns c. Speak in Complete sentences d. Adhere to topic 2. Listening Skills a. Attend to speaker b. Sift information mentally c. Remember important facts B. Word Recognition 1. Days of the Week a.Sunday / g.Saturday	1. Discuss skills of a good discussion. Clarify the need for good speaking and listening skills. 2. Introduce the days of the week. Utilize a calendar or Resource A. Identify the days of the week on the calendar. 3. Discuss common daily activities at home, school, community. (i.e. preparing meals, doing chores; going shopping, attending school, church, meetings; cleaning the yard, house, car, class; caring for younger children, older people, sick people;etc) 4. List activities on a chart and reserve (see Resource B)	Resource A DAYS OF THE WEEK Sunday_____ Monday_____ Tuesday_____ Wednesday_____ Thursday_____ Friday_____ Saturday_____ Resource B ACTIVITY CHART(helping) To help prepare meals To assist in passing out papers at school To aid younger children on and off the bus To assist in cleaning yard To help fold laundry To support a friend in learning a new game	1. Evidence will be apparent by satisfactorily completing student record sheet. (Points to be aware of: a. Use of synonyms b. Tasks are compatable with the days of the week. i.e. school activities are indicated for days Monday through Friday.)

Helping Others (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
C. Word Meaning 1. HELP, help a. Definition to facilitate to make easier for someone or something b. Synonyms.. aid, assist, support, etc. II. Social Studies A. Interpersonal development 1. Helping others.	5. Introduce word HELP, help and elicit definitions and synonyms. a. Definition - to facilitate, to make easier for someone or something b. Synonyms - aid, assist, support, etc. 6. Utilizing activities chart (see Day I, Item IV) and referring to calender for days of the week list ways each child could be helpful to another person at the day most appropriate or chosen. 7. Introduce students' record sheet (See Resource C) Identify days of week listed on left of sheet. 8. Direct children to select an activity in which they can be helpful for each day of the week and so indicate it next to each day on the chart. Remind students to utilize synonyms.	Resource B (contd.) ACTIVITY CHART (helping) To help parents care for younger children Resource C STUDENT RECORD SHEET _____ (name) Sunday_____ Monday_____ Tuesday_____ Wednesday_____ Thursday_____ Friday_____ Saturday_____	"

Alphabet Stew

Subject area competencies: To reinforce initial consonant sounds.

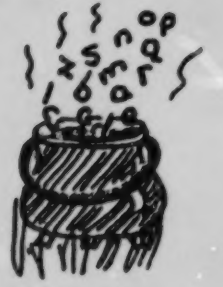
GOAL AREA Interpersonal Skills

SUBJECT Phonics

GRADE 1

Basic skills: Phonics (Initial Consonant Sounds)

Career development objective/indicator: 2.8A Identifies ways in which he or she is able to help others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Alphabet A. Pictures of food B. Food words II. Group Work A. Cooperation B. Sharing abilities C. Following instructions D. Staying with the task. 	1. Divide children into small groups. 2. Give each group of children a sheet of 18x24 paper or oak tag. 3. Have them draw as large a "stew pot" as they can on it, color it, and then cut it out. 4. Every group picks one food beginning with each letter of the alphabet (if possible) to go into its stew and writes the names of those foods on notebook paper.* When the list is complete, the children and the teacher will check the names for correct spelling. *(Children can draw pictures for each consonant sound instead of spelling.) 5. Have children decorate their stew pots with the names of their stew ingredients. 6. Pin the stew pots on the bulletin board so children can compare the ingredients they have chosen.	1. 18x24 pieces of paper or oak tag. 2. Crayons or felt tip pens. 3. Scissors. 4. Notebook paper.	1. Teacher observation of individual student progress. 2. Class discussion of activity involving team work. a. Did the group follow the directions? b. Did the group try to do their best? c. Did the group work well together? Why? Why not?

REFERENCES - INTERPERSONAL SKILLS

Binzen, Bill. Carmen. Coward-McCann, 1969.

In this brief photographic tale, a little girl, recently arrived from Puerto Rico, makes a friend in New York City.

Conta, Marcia Maher. Feelings Between Friends. Advanced Learning Concepts; dist. by Childrens' Press, 1974.

Fourteen phographically illustrated stories explore feelings and moods in relationships between children.

Delton, Judy. Two Good Friends. Illus. by Giulio Maestro. Crown, 1974.

A warm friendship develops between an unlikely pair, an immaculate Duck and a slovenly Bear. Duck tiedies up for his messy friend, and Bear, who is a master chef, reciprocates with delicious pastries.

Geddes, Barbara Bel. So Do I. Arbor House, 1972.

Even though the two Johns are different colors, they are very much alike because they enjoy the same things.

Hoff, Syd. Ida the Bareback Rider. Putnam, 1972.

Ida's only concern was that her act get the most applause at the circus, but when the other performers help save her horse, she learns the importance of friendship.

Holt, Deloris L. Good Friedns Come in Many Shapes. Illus. by Jay Rivkin. Childrens' Press, 1973.

All the differently shaped Geos in Geoville hate each other until they discover that it is more fun being friends than enemies.

Keats, Ezra Jack. Goggles! Macmillan, 1969.

Two big-city youngsters, Peter and Archie, find a discarded pair of motorcycle goggles, but to keep their treasure they have to contend with the neighborhood bullies.

Oppenheim, Joanne. On the Other Side of the River. Illus.by Aliki, Watts, 1972.

The village of Wynlock-on-the River had an east and a west side, and there was no love lost between them. Then a storm carried the bridge away, and the villagers began to realize how interdependent they were.

Zolotow, Charlotte. The Quarreling Book. Pictures by Arnold Lobel. Harper, 1963.

Decision Making 3

3.1 Is able to use decision-making processes.

A. Recognizes that decisions are being made all the time.

1. Have students name all of the decisions they make in one day.

2. Picture several pairs of choices. Have students color one selection of their choosing in each pair. Discuss why they made the choice.

3. Read a story about a character such as Pinnochio. Have students list or name the decisions made by the character.

B. Knows appropriate sources of information.

1. Play a game or use a worksheet. Whom Do I Ask?

Example:
a. If I want to know the cost of a toy, whom can I ask?

b. If I want to know what time it is, where can I find out?

c. If I want to know what the weather will be, where can I find out?

d. How can I find my friend's telephone number?

◆ 2. Social Studies. "Research Skills" p.68

3.2 Relates personal values, abilities, interests to decision-making.

A. Describes decisions made and reasons for them

1. Lists decisions made today and rates each as satisfactory or unsatisfactory. Discusses the reason for each.

2. The teacher reads a story aloud, students raise their hands each time the character in the story makes a decision.

3.3 Adapts decisions to changing circumstances.

A. Recognizes different kinds of decisions made.

1. After listing personal decisions, place a symbol after each one to designate the kind of decision, such as: easy or difficult; rushed or calm; made by self or made by a parent; made at school or made at home; involving money or time or people, or other.

3.3 .2. Names decisions made by figures in history.

3. Hold class elections; show how decisions are made in an election.

3.4 Assumes responsibility for decisions made.

A. Recognizes the results of choices made.

1. Use interest centers in which children may self select activities. Consistently have children complete an activity once selected.

2. Propose two choices for the class, e.g., shall we take a walk around the block or school grounds today, or shall we play a game? Discuss the consequences.

3. Write a paragraph to express ideas such as

a. My best decision
b. Things I wish I had not done

4. Discuss the effects of eating nutritious food; discuss the results of diets poor in nutrition.

5. Read a story with an unfinished ending - have students predict the results.

6. Consistently enforce rules about being on time, following class rules, etc., Discuss consequences of decisions made contrary to class rules.

7. As part of safety instruction note the consequence of failing to follow instructions. Point out how obedience to signals and signs is a decision people make.

8. Children name some decisions people make that have unhealthy effects such as:

a. smoking;
b. using alcohol to excess;
c. taking drugs without prescriptions, etc.

9. Children in science class plant seeds and care for seedlings and plants. Consequence = plants grow!

3.5 Recognizes the variety of settings in which decisions are made and the influences on decision-making.

A. Names people and things that influence decisions.

1. Have children name their favorite clothing, food, activity, toy, place. Name someone who helped obtain that or who also considers it a favorite.

2. Autobiographies entitled: My Father and I; My Mother and I; My Friend and I, My Sister (Brother) and I, etc.

3.6 Demonstrates decision-making skills needed in preferred occupations.

A. Names decisions made when carrying out specific tasks.

1. After completing a classroom task or job, tell what choices were made in the process.

3.7 Sets and carries out short term and long range goals.

A. Plans daily tasks.

1. Students make lists of tasks for the day, working along with the teacher. Students plan and keep logs of activities and accomplishments.

2. Offer students a variety of choices from which to select daily tasks.

B. Identifies daily and weekly activities.

1. Use class charts, personal charts, or team charts to plan specific types of activities. Set goals for the day or week and make note of progress.

3.8 Demonstrates the ability to participate in group decision-making.

A. Shares decisions and opinions with others.

1. Use small short-lived groups for specific activities. Have students work together to solve problems, write a paragraph, paint a picture. Afterward talk about the kinds of decisions the group made.

Research Skills

Subject area competencies: Social Studies/ Research Skills

GOAL AREA Decision Making

SUBJECT Social Studies

Basic skills: Use of dictionary, encyclopedia, library.

GRADE 3

Career development objective/indicator: 3.1B. Is able to use decision making process. Knows appropriate sources of information.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Information can be derived from: A. Dictionary B. Encyclopedia C. Subject Books (card catalot in library) II. List of animals from Alaska study. Length of Lesson 4-5 30 min. lessons	Have available in classroom: dictionaries, encyclopedias Have access to library and card catalog 1. Children select an animal from given list; walrus, caribou, arctic fox, polar bear. 2. Use dictionary as basic source of information and write down information given. 3. Use encyclopedia to look up chosen animal. Read entry and note: a. size d. habitat b. food e. any other interesting c. color facts found in entry 4. Library-card catalog, using subject, look up books about animal, note call letters, locate on shelves, determine readability for grade level, and select those that can be used. 5. Read book(s) and make more notes about the animal. 6. Prepare a report about animal including picture. 7. Present report to class and have group discussion of same.	Dictionaries Encyclopedia for Children Card Catalog	Finshed report to share with class. Discussion of materials used and how they differed. Also, how each can be used effectively as sources of information. Discussion of fact that sometimes several books need to be used to complete assigned task.

Work Habits & Attitudes 4

Improve work habits, attitudes, and appreciation for career success.

4.1 Demonstrates initiative and independence.

A. Initiates tasks.

1. Provide students with jobs and job descriptions such as:
   Keeping the bookshelf neat
   Maintaining orderly interest centers
   Caring for classroom pets and plants

After discussing work roles, allow students to do their tasks independently. Occassionally provide feedback on examples and the importance of initiative.
Praise (reward) tasks that reflect initiative.

B. Demonstrates the ability to complete tasks.

1. Provide students opportunities to work on simple projects independently. Note and praise or chart project completion. Discuss follow-through such as clean up as part of a task.

◆ 2. Social Studies, "City Life" p. 73

4.2 Exhibits positive work attitude.

A. Identifies personal value in work.

1. Define work as any activity that people do that benefits self or others.
2. Have students collect or draw pictures of people working.
3. List jobs that one has done at home and in school that have been personally satisfying.

B. Explains how work and working benefits self and others.

1. Collect pictures of workers or make a list of workers in various paid and non paid work. Tell how each worker benefits others.
2. Make a list of work done in the classroom and discuss why it is needed.

◆ 3. Mathematics, "Cleaning Up" p. 75

4. Students trace steps in the story of garbage disposal. Source: Beame, Rona, What Happens to Garbage?

4.3 Understands the nature of work.

A. Understands the nature of work.

1. Collect pictures of workers working alone, with others, in a variety of settings, and tell how each contributes to others.

◆ 2. Social Studies, "Community Workers" p.76

◆ 3. Science, "La Granja" p.79

B. Identifies examples of work done at school, at home, and by persons in occupations.

1. Students play "What's My Line" using paid and unpaid occupations as examples.

2. In conjunction with studies of the past (history), students compare work done by Indians, colonists, voyagers with work done today. Discuss why different kinds of work are needed.

◆ 3. Arts, "People Who Build Houses" p.80

◆ 4. Language Arts, "A Is For Artist" p.81

4.4 Plans and completes tasks efficiently and thoroughly.

A. Recognizes steps in carrying out specific tasks.

◆ 1. "Signs of April" p.83
◆ 2. "Labels" p.85
◆ 3. "Jack O' Lanterns" p.86
◆ 4. Social Studies, Art, "Indian Vests" p.87

4.5 Uses health and safety habits.

A. Practices personal health habits.

◆ 1. "Healthy Teeth" p.88
◆ 2. "Bike Safety" p.89
◆ 3. Health, "Cold Prevention" p.91
◆ 4. Health, "Basic 4 Food Groups" p.92

4.6 Practices positive work habits

A. Identifies and uses basic work habits.

1. Students and teacher list work habits that make tasks more successful. Check off practices as children notice them.

4.7 Understands and respects worker roles including the role of supervisors.

A. Follows directions

1. Provide exercises in which students follow:
   - Written directions
   - ◆ Oral directions, "On Tape" p. 93
   - Non-verbal directions
   - Symbols that offer directions.

   Students discuss the pitfalls of failing to follow directions.

2. List examples or show examples of symbols in our society that give us directions. Students make a list of places where directions are available:

   traffic signs and symbols
   police officer directing traffic
   maps
   packages of foods, mixes
   recipes
   new appliances
   parents

   Collect examples, build a bulletin board.

3. Check list on following directions:

   I always, usually, sometimes, never follow directions.

   If I follow directions carefully, I _____.

   If I don't follow directions, I _____.

B and C. Shows how supervision helps get group tasks done. Respects authority.

1. Assign group work on two separate occasions. On one occasion do not assign a leader, on the next assign a group leader. Discuss the difference.

2. Discuss the role of supervisors in work. Describe or list situations in which people are assigned the supervision of others. For example:
   - Principal of a school
   - Manager of a store
   - Parents of children
   - Life guard at the beach
   - Forest ranger
   - Captain on a ship.

   Discuss why these jobs are needed.

3. Define authority. Discuss the reason for authority. Note situations in which students need to defer personal wants in order to obey authority. Use case studies.

4.7. (continued)

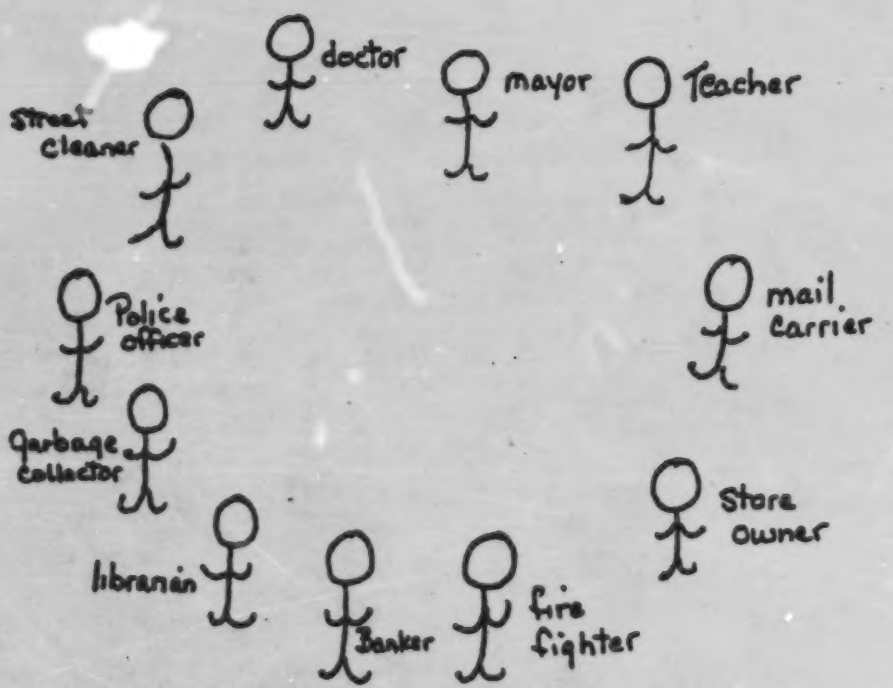
D. Understands that workers are interdependent.

1. Simulate an assembly line. (see 2.5) Discuss what happens when

   a. Someone does not show up to work
   b. Someone works too slowly
   c. Someone works much faster than others
   d. Someone makes a mistake on their part.

2. List all of the jobs presented in the school. Tell how each worker depends on the other in specific ways.

3. Draw or depict each community worker. Draw lines from one worker to another and tell how one worker helps another. What problems would occur if any of these were taken away?



CITY LIFE

Subject area competencies: Study of city life.

Basic skills: Ability to recognize and illustrate some aspects of city life.

Career development objective/indicator: 4.1B Demonstrates the ability to complete tasks.

GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies

GRADE 3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Components of city life. II. Three-dimensional art III. Steps in completing a task.	1. After discussion on all aspects of city life such as harbor, skyscrapers, factories, means of transportation, etc., give children task of creating a diarama showing a city scene. 2. Children should be given the choice of picking a city scene. 3. Children should be given the following directions on a chart or on a ditto: a. Make a diarama showing a city scene. b. A diarama is using a box and other materials to make a three dimensional picture. c. Plan your scene and check to see if you have the materials you will need. d. Get all the materials together. e. Paint the box, inside and out. f. Make the other parts of your scene out of the other materials. g. Glue them into the box.	1. Pictures from magazines showing city life. 2. Our Communities unit; A Large City. Scott Foresman,1979 3. Young Students Encyclopedia. Funk and Wagnalls, Inc. 1973	Observation of completed diarama. 1. Was it completed on time? 2. Does it depict a city scene? 3. Is it partly three-dimensional? 4. Is it neat? 5. Is the child pleased with his/her project?

City Life (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	h. Make sure the box is partially three-dimensional. i. Materials you will need: i. shoebox ii. scissors iii. glue iv. paint, paintbrushes, water j. Other suggested materials i. construction paper ii. oaktag iii. toothpicks iv. wooden sticks v. yarn, etc. k. Name your city when you are finished.		

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cleaning up

Subject area competencies: Mathematics

GOAL AREA Work Habits and Attitudes

SUBJECT Mathematics

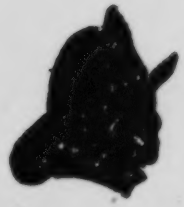
GRADE 3

Basic skills: Addition, Subtraction, Multiplication, Division. Solving word problems.

Career development objective/indicator: 4.2B Explains how work and working benefits self and others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
A. Improve Environment 1. Safe play area. 2. Decreases pollution 3. Improves aesthetics B. Word Problems 1. Reading 2. Choosing operation 3. Completing problem.	1. Pass out paper and be sure each child has proper materials. 2. Have children turn to page 177 in math text book. 3, Discuss picture: -Where are the children? -What are they doing? -Why is this page entitled,"Clean-up Day?" -Why are the children cleaning the park? 4. List on blackboard the reasons students give for the children wanting to clean the park. 5. Discuss areas in students' environment that they might want to clean (i.e.,apt. building, front/back yard of their home, local park of play ground, school area, etc.). 6. Discuss the responsibility of maintaining one's environment. 7. Have children read and solve word problems on page 177 of text. Have volunteers work out problem at blackboard, while others work at their seats. 8. Check problems.	Holt School Mathematics (Holt, Rinehart, Winston,Inc. N.Y.) 1 Teacher's Edition, page 177. 1 textbook per student 1 sheet of paper per student 1 pencil and eraser per student Access to blackboard, chart paper, chalk, marker.	Teacher Observation: 1. Do students give appropriate responses? 2. Do students display concern and responsibility for environment? 3. Are word problems solved correctly?

Community Workers



GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies

GRADE 1

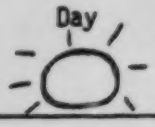
Subject area competencies:
Listening Skills, Oral Communication, Visual-Motor Integration.

Basic skills: Listening, Oral Communication, Reading Readiness, Language Arts, Vocabulary Building.

Career development objective/indicator: 4.3A Objective: Understands the Nature of Work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. The Nature of work a. Productive and helpful b. Varied c. Needed II. Community workers a. Police officers b. Fire fighters c. Post office workers d. Shop keepers e. Health care, emergency	1. Teacher will display a poster showing many community workers-children will observe and name workers and the function of each. 2. Teacher will display cards showing workers at their jobs. 3. Children will discuss the consequences if there was no one to fill the roles named. 4. Children will take turns pantomiming a worker-other children try to guess role. 5. Teacher will ask "Who Am I" riddles. 6. Children will make a class scrapbook of community workers.	"Peabody" worker cards (AM. Guidance Service) Ideal Community Workers Poster. Jenn Publ.-vol.4-Community Helpers. "Stepping Stones" (Economy)-"Who Am I" riddles. Library Books	Check list of workers See attached sheet.

COMMUNITY WORKERS

Picture or Name of Worker	Day 	Night	Needed By

Community Workers (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	7. Additional activities: a. Take a trip to the local post office. Write an experience chart upon return. b. Make paper mailboxes (color red, white, blue) c. Draw a picture of the mail carrier with his/her uniform. cut out and past a brown mail sack. Paste on picture. d. Whole class will participate in making a mural - following the progress of a letter or package from the time it's mailed to its destination. e. Bring in cancelled stamps from home and examine for color and cost. Discuss why we use stamps and where the money goes. Paste on chart.	Books: "Take a Trip to the Local Post Office" "I Want to Be a Postman" "Adventures of a Letter" Songs: The Postman (Kindergarten Book) Scissors Paper Paste	1. Can the children recognize the mail person in his/her uniform? 2. Do the Children understand what happens to their letter after they mail it? 3. Can they associate their letter with the services provided? 4. Do they understand the purpose of stamps?

La Granja

Subject area competencies: All living things need water, food, air and warmth.

Basic skills: Science

GOAL AREA Work Habits and Attitudes

SUBJECT Science

GRADE 1 - Bilingual

Career development objective/indicator: 4.3A Understanding of nature of work and identification of personal value in work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Farmers work in providing some of man's basic needs (food). II. Growing plants.	Read story and discuss how the farmer provides us with foods. 1. Discuss how he cares for plants by providing them with their needs of air, water, soil and light. 2. Discuss the Dairy Farm. 3. Give each student a styrofoam cup to decorate. 4. Give each student: (a) 2 red beans and 2 white beans for observation and discussion; (b) fill styrofoam cup with soil; (c) drop beans in cup and water lightly; (d) place under artificial light or window; (e) record progress of plants. 1. Plants closer to center of light. 2. Plants further away. 5. Assign responsibility for watering and measuring each plant to students.	"La Granga" (Biblioteca Educative Infantil, Barcelona, 1975) Styrofoam cup Magic markers (all colors) Magnifying glass Red and white beans Light source (SCIS Science Curriculum Improvement Study, Rand,McNally, 1970, NY) Watering can Water	Each student will understand the value of work by caring for plant. Student will bring home plant and will take pride in work and the results. Understanding of the work the farmer does to provide us with some of our needs - our food. Understanding of the basic needs of plants. Enjoyment of activity and feeling of creativity in decorating styrofoam cup. Interest in activity and in discussion.

People Who Build Houses

Subject area competencies:
Arts

Basic skills: Cutting and Pasting/Construction

GOAL AREA Work Habits and Attitudes

SUBJECT Arts

GRADE 1

Career development objective/indicator: 4.3B Understands the Nature of Work/ Identifies examples of work done at school, at home and persons in occupations

Suggested time= 3 40 min periods

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
People who build houses: I. Architect II. Excavator III. Mason IV. Framers V. Roofers VI. Finishers VII. Contractor	DAY 1 Draw a 2 dimensional picture of your house using your "colors" and "style" of house i.e., ranch, split-level, apt. Tell them that the person who draws the house is the architect. DAY 2 Wrap a one quart wax carton with construction paper again using child's "colors" explaining the "builder" puts the house together from the architect's drawings. Cut and paste the roof explaining that the "roofer" does this for the "builder". DAY 3 Cut and paste the chimney, saying the "mason" does this. Cut and paste windows and doors saying the "carpenter" does this. Sum up by saying the builder is a "contractor" who puts the house together with the help of others.	Pictures of different styles of houses. DAY 1 Tell children to observe their own house style and colors when they walk home. Display Pictures of different careers in action. NJ Public TV, Ch.52, When I Grow Up, "I Can Be a Builder" (also available for loan from MCAVA Comm.) Come To Work With Us in House Construction Sextant Systems, 1970. Let's Build a House, Film, MCAVA Comm.	Evidence of goal objectives heard during discussions and proper placement of parts in connection with the whole house will indicate that the goal is met. Questions: What is the importance of each person's work? Why does the builder need the architect? What happens if the roofer insists on doing his or her work first? What happens to the roof if the rest of the house is uneven or crooked? Tell how workers need each other in building a house.

is for Artist

Subject area competencies: Reading readiness, following directions and making decisions.

Basic skills: Reading, singing, thinking, and discussion skills.

GOAL AREA 4 Work Habits and Attitudes

SUBJECT Language Arts

GRADE K-3

Career development objective/indicator: 4.2B Understands the nature of work. Identifies examples of work done at home, at school, and in occupations.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Letters of the alphabet. II. Work examples: Artist, Architect; Builder, Baseball player; Cook, Cleaner; Dog catcher, Doctor; Engineer, Examiner; Firefighter, Garbage collector, Gas station attendant; Homemaker; Inspector; Jockey; Kitchen worker; Librarian; Mechanic, Musician; Nurse, Oceanographer; Police officer; Quality control engineer; Railroad conductor; Shopkeeper; Telephone operator; Umpire; Violinist; Writer, Waiter; X-Ray technician; Yoga instructor; Zoo attendant.	1. Review letters of the alphabet both orally and written. Use regular alphabet cards. 2. Learn the alphabet song. 3. Use film to show children how the alphabet began. 4. Make list of occupations for each letter of the alphabet. 5. Illustrations on selected cards. 6. Display the cards in the classroom.	1. Bulletin board of workers (charts showing workers and clothing worn). 2. Alphabet cards. 3. Alphabet song. 4. Film: "Story of the Alphabet" - Bell Telephone Co. 5. Library books 6. List of occupations 7. Cards for the project, magic markers, and acrylic paint.	1. Discussion of occupations listed.

Name _____ Date _____

Carpenter	Plumber	Architect
Painter	Electrician	Bricklayer

1. The _____ designs the house.
2. A _____ builds the wooden frame.
3. A _____ works on the pipes.
4. The _____ makes the lights work.
5. A _____ builds a fireplace.
6. A _____ uses a brush.

MATCH

Carpenter	wire cutters
Painter	wrench
Plumber	hammer
Electrician	wheelbarrow
Architect	pencil
Bricklayer	brush

MATCH

Carpenter	blue prints
Painter	elbow pipes
Plumber	wire cables
Electrician	nails
Architect	bricks
Bricklayer	paint

Signs of April

Subject area competencies:
Language Arts-Science-Art-Math

Basic skills: Writing-Reading-Sequencing-Creativity-Following Directions

Career development objective/indicator: 4.4A Recognizes steps in carrying out specific tasks

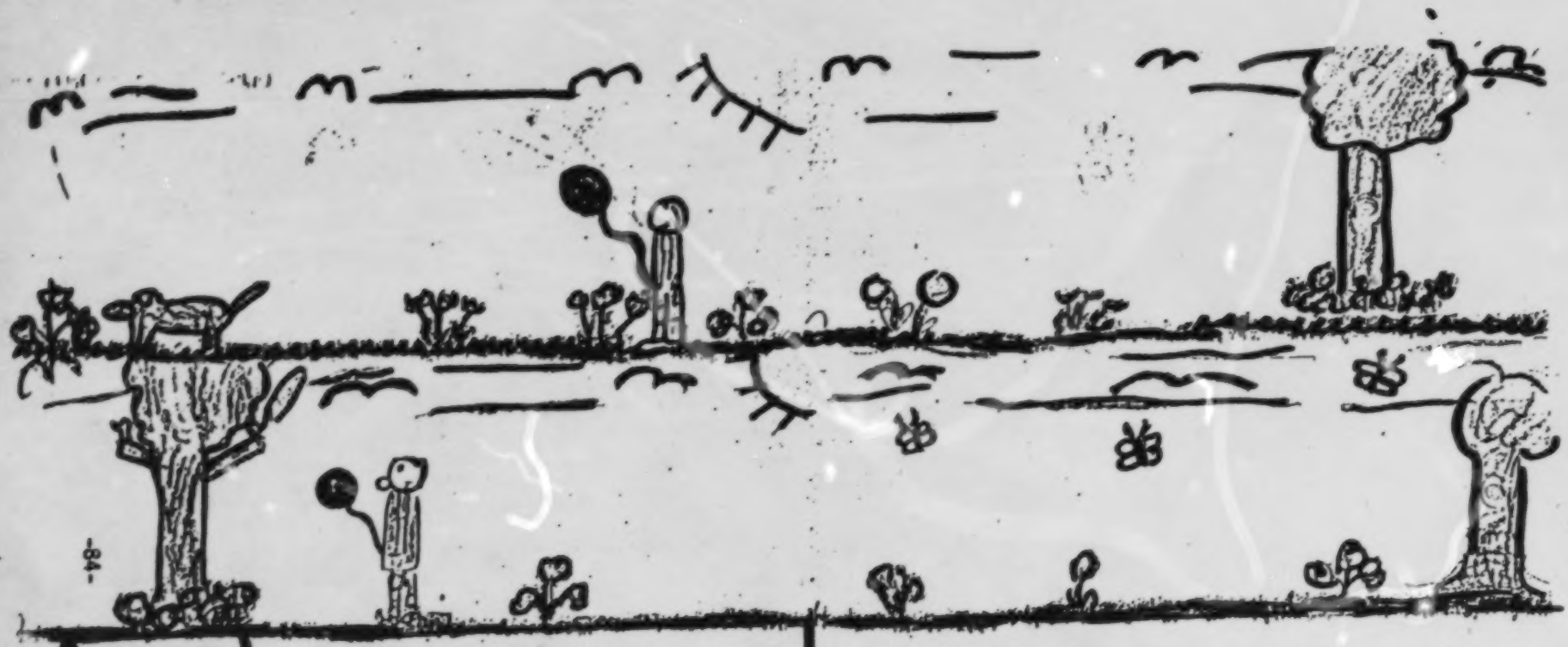
GOAL AREA Work Habits and Attitudes

SUBJECT Language Arts

GRADE 1

Duration = 1 session

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Language Arts & Science II. Manuscript Writing a. Writing position b. Letter formation c. Spacing III. Art & Math a. Pictures depicting story in correct sequence	Discussion: What are some of the things that happen in April? After discussion have children dictate story. Write on chart paper. Have story copied by children using all handwriting skills taught. Stress importance of their very best work. Have children draw pictures in proper sequence depicting comprehension skills and using creative skills in Art. After completion of project, have children show papers individually and discuss pictures in relation to sentences.	Adventures in Handwriting, Peterson Handwriting, Macmillan Publishing Co., Inc. New York Language Experience Activities, Houghton Mifflin Co., 1976 Chart Paper - magic marker Crayon, pencils, lined writing paper and blank section at top for depicting pictures	Teacher observation of children's completed project. Criteria: Sequence of story Sequence of pictures



April is warm and sunny.
The flowers are blooming.
The birds are singing.

LABELS

Subject area competencies:
Determine steps in order to carry out a task

Basic skills: Reading, Writing

Career development objective/indicator: 4.4A Plans and completes tasks efficiently & thoroughly/Recognizes steps in carrying out specific tasks

GOAL AREA Work Habits and Attitudes

SUBJECT Reading

GRADE K-3* *Classified students- Resource Rm.

Suggested time=1 class period

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. How to read directions from a label. 2. Steps necessary to complete the task.	1. Students will bring in a label from a product which instructs the buyer to perform a task, e.g. soup can, T.V. dinner, cleaning material 2. Students will read the instructions. 3. Students will break from the instructions into the steps needed to perform the task. 4. The students will write down the steps on paper. 5. Students discuss the importance of following directions on labels.	1. Labels from products. e.g.- soup cans, frozen foods, cleaners. 	1. Given instructions on a food label, the student will be able to list the steps necessary in order to complete the task the label indicates. e.g. Campbell"s Cream of Chicken Soup a. get pan and spoon b. open soup can c. pour soup in pan d. fill empty can with water e. put pan on stove f. light flame on stove g. stir soup with spoon h. gradually pour water into soup i. continue stirring j. heat to boiling,stirring occassionally k. turn off flame l. put soup into bowls

Jack-O-Lanterns

GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies- Art Project

GRADE 1

Subject area competencies:
Decorating Holiday Pumpkins

Basic skills: Listening, Speaking, Sharing Ideas, Decision Making

Career development objective/indicator: 4.4A Recognizes steps in carrying out tasks

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Decorating a Pumpkin Putting the tasks in order	1. Divide children into groups of 4. 2. Children discuss ways to decorate a pumpkin. What materials can be used? What are the steps needed? a. paper b. paint c. yarn d. markers e. felt 3. Give each child the opportunity to make an individual contribution toward the group effect.	1. One pumpkin for each group of 4 children. 2. Construction paper 3. Paint 4. Markers 5. Yarn 6. Felt 7. Scissors 8. Glue	Give a list of steps in decorating the pumpkin in random order. Have the students place in correct order or give students a list of steps with blanks; have students fill in missing steps.

Indian Vests

Subject area competencies: Cutting, sewing, designing

Basic skills: Art/ Social Studies

Career development objective/indicator: 4.4A To plan and follow directions to complete a task.

GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies/ Art

GRADE Kindergarten

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Indian Clothing A. Skins B. Paints C. Beads II. Using craft paper to construct clothing A. Using patterns B. Cutting C. Design and decoration	FOUR DAY PROJECT Day 1 Introduce fact that Indians made clothing from skins, painted them with paints made from plants, decorated them with beads made from clay. Show library pictures of Indians. Day 2 Review discussion from Day 1. Read stories, Indian, Indian and Little Indian. Be sure to point out pictures of clothing. Discuss how we might make a vest and the materials we need. Day 3 Fold, trace, and cut out vest from doubled brown craft paper. Fringe bottom. Day 4 Teacher suggests and demonstrates ideas for decorating vests. Use crayons or pints. Thread large needles with yarn. Children may sew a design on vest.	I. Books from library. Indian, Indian by Charlotte Zolotow; Little Indian by Peggy Parish II. Pictures of Indians borrowed from library. III. Supplies for vest: Brown craft paper Pattern Stapler, Scissors Crayons, Paints Large Needles Yarn	I. Children cut and design vest successfully. II. Children complete task and are able to wear vest.

HEALTHY TEETH

Subject area competencies:
Health - Brushing your teeth

Basic skills: Listening skills and class discussion skills.

Career development objective/indicator: 4.5A Practices good health habits/Uses health and safety habits

GOAL AREA Work Habits and Attitudes

SUBJECT Health

GRADE 1

Suggested time= 20 minutes

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Care of teeth - Importance Methods 2. Persons who help care for teeth 3. Other habits necessary to good health.	1. Discuss importance of good dental hygiene. 2. Have children give reasons for taking care of our teeth. 3. Display toothbrush and toothpaste, discuss their use. 4. Use board to draw tooth and describe good brushing techniques. 5. Stress importance of visiting the dentist. 6. Have children draw pictures concerning the class discussion and lesson.	1. Toothbrush 2. Toothpaste 3. Art Paper 4. Crayons 5. Blackboard 6. Charts listing health habits.	1. Gather pictures, have each child explain what was drawn and why it has to do with good dental care. 2. Children chart their health habits, particularly teeth care. Draw or use stickers for each time teeth are brushed or dentist is visited.

BIKE SAFETY

GOAL AREA Work Habits and Attitudes

SUBJECT Health & Safety

GRADE 3

Subject area competencies:
Riding a bicycle safely - Respect rules and follow rules.

Basic skills: Listening, following directions writing

Career development objective/indicator: 4.5A Uses health and safety habits

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Bicycle Saftey Rules: One person on a bike Ride on right side of road Use hand signals Use front lights, and reflectors at night Keep bike in safe condition Ride one by one in a single line.	1. "Why do we need rules for riding bicycles?" 2. Discussion: "What does a safe rider do?" Show films I'm No Fool With a Bicycle Just Like a Car 3. Discussion: "Why is it important to learn good bicycle safety?" Relate to careers. Bike moves like a car Future jobs use cars Policeman Hobby Practice safety in work & play	N.J. Dept. of Ed. ("Just Like A Car") Union County Visual Aids Commission (Walt Disney Safety Rules by Encyclopedia Britannica) "I'm No Fool With a Bicycle"	Children will write rules for riding a bicycle safely. Children will make posters showing safety rules.

Bike Safety (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Bicycle Safety Walk a bicycle across a busy street. Don't show off.	4. Read with children Chapter 3, pages 50-55, Health and Growth or read to children A Tale of Two Bicycles: Safety on Your Bike. 5. Make a chart listing bicycle safety rules elicited from the children through above reading and discussion. 6. Have the correct hand signals demonstrated; then let all children in group join in demonstration. 7. Show filmstrip on bicycle safety.	Health and Growth - 2, Scott, Forsman & Co. A Tale of Two Bicycles: Safety on Your Bike by Leonard Kessler. Lothrop Filmstrip: Winnie the Pooh on the Way to School - Rabbit Has a Bicycle Ride. Walt Disney Educational Media Co.	

COLD Prevention

Subject area competencies: Health - understands the causes of colds.

GOAL AREA Work Habits and Attitudes

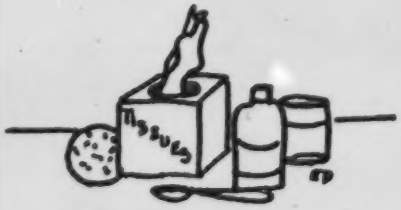
SUBJECT Health

Basic skills: Oral communication, art, reading

GRADE 2

Career development objective/indicator: 4.5A Uses health and safety habits

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Personal hygiene and how easy it is for a cold to spread. 2. Colds are more common during the winter. 3. Ways colds can be prevented. 4. The people who can help someone who is ill, either in school or at home.	1. Show filmstrip on how easily germs can be spread in school. 2. Ask school nurse to come in and talk to class about personal hygiene. 3. Ask class what they can do to help prevent colds in school and at home, e.g., use kleenex; cover mouth when coughing; get plenty of rest; proper food, etc. 4. Make a booklet of health helpers. 5. Make a bulletin board, "How I Can Stay Healthy." 6. Assign: What do your mother and father do to prevent colds at home?	1. Filmstrip, "Preventing Colds" 2. Projector 3. "Health Habits" - Teacher's Guide 4. School nurse 5. Scissors 6. Paper 7. Construction paper	1. Observe if health habits are practiced. 2. Check homework assignments. 3. Checklist for parents to observe health habits.



Basic 4 Food Groups

GOAL AREA Work Habits and Attitudes

Subject area competencies: Health/Nutrition

SUBJECT Health

Basic skills: Recognize Four Basic Food Groups

GRADE 2

Career development objective/indicator: 4.5A Uses health and safety habits.
Practices personal health habits.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Basic Four Food Groups A. Milk Group B. Cereal Group C. Meat Group D. Vegetable Group Length of Lesson: 7 - 9 periods	1. Read, "Where We Get Our Food," to the class, using questions to stimulate discussion. 2. Read and discuss, "What Should You Eat," pages 98-112. 3. Ask students to name two groups of food that come from plants - Fruit-Vegetable Group and Grain Group - and give examples of food in each category. 4. Ask students to name two groups of food that come from animals - Meat Group and Milk Group - and give examples of food in each category. 5. Students record all food eaten for one day (breakfast, lunch, dinner, and snacks) to analyze if daily food intake meets requirements. 6. Students will plan and prepare a well-balanced breakfast menu, selecting foods from each food group.	Where We Get Our Food by Marjorie Pursel for National Dairy Council 1977. Health and Growth -2, Scott, Forsman & Co. Food pictures can be cut from magazines and seed catalogs or purchased from the National Dairy Council. Suggested Menu orange juice milk scrambled eggs honey whole wheat bread (recipe attached) butter Students and teacher will make bread and butter.	Distribute food pictures to each student to categorize into four food groups. Select a lunch from school lunch menu for students to analyze. Children will draw or cut out pictures of a balanced breakfast (be sure they include at least one food from each group.) Make up breakfast menus leaving out one food from a basic food group and have children tell which group was left out. Example: orange juice, apple, fried egg, toast and butter. (Two fruits and no milk)

ON TAPE

Subject area competencies: Study skills; listening

GOAL AREA Work Habits and Attitudes

SUBJECT Reading

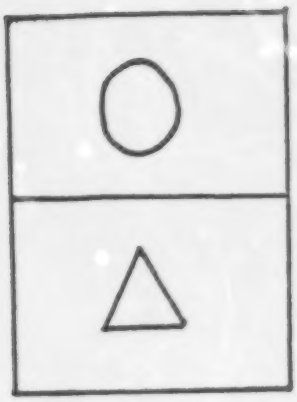
Basic skills: Remembering sequence, understanding related language

GRADE K-2

Career development objective/indicator: 4.7A Understands and repeats worker roles/ Follows directions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
A. Listening B. Following Directions (given by teacher orally and on tape) 1. Simple one-step directions 2. Complex	Teacher gives simple directions - (do not repeat). "Take out your crayon box and put your pencil in the desk." Continue activity in game form - call a name and say,"Sean, walk to the board and pick up an eraser. Take it back to your seat." Then choose another child: "Hop around your seat three times, Pat." These can be used in many ways, from simple to complex. Another device is by putting simple directions on tape. Use headsets. Make a worksheet. (See example on next page.) The tape should also provide correction of work so a child can immediately see errors, if any.	1. Teacher-prepared cassette. 2. Teacher-prepared worksheet.	Teacher observation. Make note of children who have difficulty. Child's immediate evaluation thorugh tape. (See example on next page)

Goal Area 4.7A



(Make larger on one sheet for child.)

Teacher to group:

Please take out a pencil and your box of crayons. Put them on the table. Look at sheet before you that you have been given. Do not do anything to the paper until the tape tells you what to do.

Tape:

Look at the large ball at the top of your paper. Take your red crayon and color this ball red. Look at the straight line in the middle of your paper. Write your name on this line.

(When doing an actual tape, be sure you leave enough time to complete task.)

Look at the triangle at the bottom of the paper. Color this triangle blue. Let's look at our paper again to see if we followed directions. Look at the top of your paper. Did you color the ball red? Look at the line. Did you write your name on the line in the middle of the paper? What color did you make it? It should be blue.

If the ball is red, you have written your name on the line in the middle, and you have colored the triangle blue, you have followed all the directions correctly. You make take off your headsets.

Communication & Computation Skills 5

5.1 Develops listening skills

A. Names situations where listening skills are needed.

B. Uses listening skills.
- 1. "Building Blocks" p.97
- 2. "Over and Under A," "Over and Under B" pp. 98,99
- 3. "3 Shapes" p. 100
- 4. "10 Shapes" p. 101

5.2 Uses writing and speaking skills effectively

A. Applies oral and writing skills.
- 1. "How Stories Are Made" p.102
- 2. "Biographies" p.103
- 3. "Emotions" p.105
- 4. "Friends" p.106
- 5. "How Do You Feel Today?" p.108
- 6. Language Arts, "Telephone Talk" p. 110

5.3 Relates communications skills to careers.

A. Lists tasks and the communication skills needed to accomplish them.

1. Chart communication skills and have students give examples of their use. Example: Listening skills are needed when directions for tasks are being given.

2. Following a study of community workers, match the kind of communication skills needed by each.

5.4 Uses objective and critical thinking.

A. Asks questions to gain information needed in solving problems.

1. Use questioning format for educational games: twenty questions, five questions.

2. Use unfinished story. Then have each student write three questions about the ending. Teacher may respond or other students may give answers, thereby creating an ending.

- 3. Language Arts, "lollapaloser" p. 111

5.5 Uses computational skills effectively.

A. Applies basic computational skills.

1. Mathematics, "Ads" p. 112
2. Mathematics, "Squares and Rectangles" p. 114
3. Mathematics, "Coins" p. 116
4. Mathematics, "Tens" p. 117

5.6 Relates computational skills to careers.

A. Names situations in which computational skills are used.

1.

Using Mathematics Every Day

Check the ways you or your family have used arithmetic.

- ☐ 1. Counting out change.
- ☐ 2. Figuring how much I can buy.
- ☐ 3. Figuring the distance from one place to another.
- ☐ 4. Following a recipe.
- ☐ 5. Setting the table.
- ☐ 6. Building things.

Etc.

2. After a study of community workers, think of ways each of them might use arithmetic.

3. Make a collage or bulletin board showing "Numbers in Our "Lives." Refer to Mathematics Around Us, Grade 2 (Scott Foresman)

BUILDING BLOCKS

GOAL AREA Communication and Computational Skills

SUBJECT Reading

GRADE EMR I

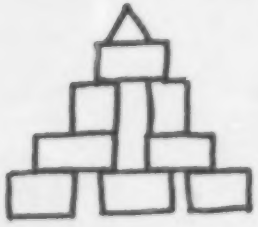
Subject area competencies:
Reading Readiness

Basic skills: Listening Skills, Language Development, Speech, Coloring, Cutting and Pasting

Career development objective/indicator: 5.1B Develops Listening Skills/ Uses Listening Skills

Suggested Time= 30 minutes

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Child will be able to use his/her listening skills to complete taped tasks and oral instruction.	1. Seat children within close distance to tape recorder. 2. Have children prepared with correct colored crayons and blocks. 3. Demonstrate over, and under using different colored books. 4. Give oral directions: Place the yellow block under the blue block, etc. 5. Distribute worksheet to correspond to tape being used. 6. Play tape and have children mark worksheet.	1. Reading Readiness: Spatial Skills, tapes and dittos: Milliken 2. Colored blocks, DLM or Teaching Resources 3. Tape-recorder 4. Crayons 5. Worksheet dealing with each spatial concept being studied.	1. Child will be able to complete the worksheet correctly. 2. Child can form block construction correctly. 3. Child responds correctly to oral instructions involving the learned spatial words: Put your notebook under the chair, put your pencil over the paper.



OVER & --A--
UNDER

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE K-1

Subject area competencies:
Language Arts - Following directions

Basic skills: Listening Skills

Career development objective/indicator: 5.1B Develops and uses listening skills

Suggested time= 20 minutes

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Knowledge of the following vocabulary: 1. under 2. above 3. on 4. below Entire class participation	1. The teacher will review and demonstrate the following basic vocabulary. a. under b. above c. on d. below 2. Teacher models: Example: "I will put the book under the table." 3. Have children sit on the floor in a circle. 4. Using materials stated in resources have each child follow a simple direction. 5. Praise and reinforce children as lesson continues. Example: "Take the chalk and put it on the ledge."	Materials found in classroom. 1. pencils 2. chalk 3. erasers 4. storybook 5. crayons 6. puzzle pieces 7. any other objects children are familiar with in the class can be used.	To evaluate this simple task lesson, the teacher will observe the actions of each child as he/she completes his/her task. The teacher will then determine the need for reinforcement repeating this lesson.

OVER & UNDER --B--

Subject area competencies:
Listening/Directional Words

Basic skills: Identification of Directional Words

Career development objective/indicator: 5.1B Develops Listening Skills Uses listening skills

GOAL AREA Communication and Computation skills

SUBJECT Listening

GRADE K-3

Length of lesson=20-30 min. per set of words

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Directional words: above-below-on in-out over-under top-bottom up-down left-right front-back--beside	1. Discuss above-below-on, illustrate with concrete items and on chalkboard. Children can do same at desk using crayon or pencil 2. Prepare a worksheet with 6 frames to match story from Sesame Street Story Book- "Above and Below". 3. Read story and have children use work sheet to follow directions for Grover's placement as read 4. Follow the above steps using other materials for each set of words to be used.	Childrens Television Workshop, Sesame Street Storybook. pp. 40-41 Arbuthnot, May, Time for Poetry. p. 10-over-under p. 250-up-down Ginn 720 Basal Reading Series, level 7, unit 1 ditto masters	Draw pictures from oral directions that include a variety of words as covered by teacher Children place object in correct position as per oral direction "Simon Says" Relay Race--divide into teams with captain having set of instructions. Team place objects in position as read by captain.

3 SHAPES

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

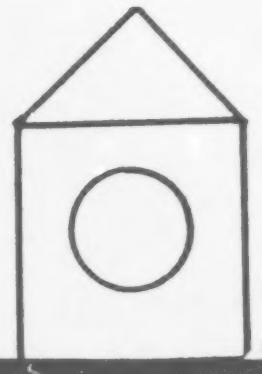
GRADE K-1

Subject area competencies:
Language Arts Following Oral Directions Involving Several Tasks

Basic skills: Development of Listening Skills by use of Oral Language

Career development objective/indicator: 5.1 Develops Listening Skills
K-3B - Uses Listening Skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Use Pre-Cut shapes designed for the lesson. Vocabulary: 1. circle 2. square 3. triangle Suggested time 20-30 minutes	1. Display the three shapes and review the name of each. 2. Distribute construction paper, paste, and pre-cut shapes (one of each) to each student. 3. Give verbal instructions for each shape to be pasted on the paper. a. take the square end and paste it on the paper b. paste the triangle on top of the square c. take the circle and paste it on your square	8½ x 11 Construction paper Paste Pre-cut Circles, Squares and Triangles, one each per child	Teacher observes if students have pasted shapes as directed--- and a simple house has been completed.



10 SHAPES

Subject area competencies:
Listening Accurately

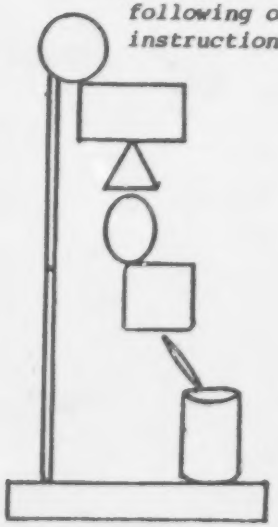
Basic skills:Following directions; giving directions

Career development objective/indicator: 5.1B Develops listening skills
Uses listening skills

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Geometric shapes II. Giving and following oral instructions 	1. Each student will draw from one to ten basic geometric shapes on a piece of graph paper. There may be more than one of each shape and the shapes may overlap each other, but all of the shapes must be simple ones that are easily drawn by anyone. 2. The teacher will then divide the the class into groups of three. 3. One person will hide his/her drawing behind a piece of cardboard and instruct the other two, one step at a time, as to how to reproduce the drawing. 4. The two reproductions will be compared to the original to see if they are the same or how they differ and why. 5. Each student gets a chance to describe his drawing.	1. Graph paper 2. Pencils 3. Folded cardboard or construction paper to block the view.	1. Teacher observation of individual student progress in reproducing drawings 2. Students will list reasons why the drawing did not match the original (if it did not)

how stories are made

GOAL AREA Communication and Computation skills

SUBJECT Language Arts

GRADE K-3 (2)

Subject area competencies:
Language Arts

Basic skills: Writing, illustrating, speaking

Career development objective/indicator: 5.2A Uses writing and speaking skills effectively/Applies oral and writing skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. How a story is made a. Planning the idea b. Writing c. Editing and rewriting d. Illustrating e. Publishing Length of Lesson 6-8/30 min. lessons	1. Program and dialogue with author/illustrator--way author prepares book for publication 2. Show filmstrip/cassette "How a Picture Book is Made"-discuss in relation to program with author 3. Each child: a. plan story, make notes for title, characters, story theme, etc. b. draw series of small simple illustrations and arrange in proper sequence to tell story pictorially c. write paragraph for each picture d. discuss and edit with teacher-editor e. re-write paragraphs and draw pictures on special paper	Mr. Harry Devlin, author/illustrator "How a Picture Book is Made", filmstrip/cassette. Weston Wood, publisher	Finished book Bulletin board display showing process children used to produce their book. Use children's rough copies to illustrate. List steps used by real author to complete book.

Biographies

GOAL AREA Communication and Computation skills

SUBJECT Language

GRADE 3

Subject area competencies:
Language - Book Report

Basic skills: Ability to communicate verbally some material which has been read by the student and has been prepared in written form

Career development objective/indicator: 5.2A Uses writing and speaking skills effectively/Applies oral and writing skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Biography Elements a. Title b. Author c. Brief paragraph or outline describing the book character and what that person was known for. d. One interesting event in the life of the person. Length of Lesson five 30-40 minute periods	1. Each student has read a biography on his/her own reading level. 2. Show film-discuss important points. 3. Then ask questions about material on book talks in LANGUAGE PLUS book. 4. Each student will prepare one page of information on the biography. 5. One extension activity could be to discuss how a person's ability to speak in front of others would be helpful in certain careers. Ex.: What people need to communicate well in their jobs? (lawyers, teachers, etc.) What people do not need to communicate very much in their jobs? (skilled workers, factory or assembly line type work, etc.)	1. Media center for biographies on a third grade reading level. 2. LANGUAGE PLUS Harper & Row Chapter 4E pp. 130-132 3. "Preparing Your Book Report" Union County Film Library 4. Any Media center film strip on a biography of a famous person. 	1. Each student will present his/her book talk to the class. 2. Evaluation will be by teacher. 3. At the same time there will be a class evaluation and discussion to center around the following questions: a. Has presenter included title and author of book? b. Has student included something of interest about the book character? c. Has student made clear what book character was known for? d. Has presenter expressed one special incident of the biography?

Biographies (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	f. design cover and title page 1. cover-title and picture 2. title page-title, author and date g. organize book in correct sequence 4. Teacher may laminate front and back cover then staple completed book 5. Children present books to their class and other class(es) orally		

EMOTIONS

Subject area competencies:
Communication skills Speaking and writing full sentences

Basic skills: Oral skills, written skills, periods and capitals

GOAL AREA Communication and Computational Skills

SUBJECT Language Arts

GRADE 1 or 2

Career development objective/indicator: 5.2A Uses writing & speaking skills effectively/Exhibits positive self-concept/describes and accepts ones own characteristics/Is aware of feelings about self and others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Exploration of emotions - Happy Sad Angry Lonely Scared	1. Circle Activity a. Children and teachers sit in a circle. As each card is revealed, each child is given a chance to formulate a complete sentence. I feel happy when ..... I feel lonely when ..... b. No comment is allowed to be made until complete process is repeated with each card. c. Focusing question What did we find out from this activity? 2. Writing Ability Children are to complete 5 sentences in written form. 3. Five paper dolls are constructed and labeled with each emotion - facial expressions drawn in. 	1. Five 5"x7" cards with the following words printed in large block letters HAPPY SAD ANGRY LONELY SCARED 2. Children and their own ideas. 3. Pencils, writing paper 4. Construction paper scissors	1. Teacher evaluation of written sentences. 2. Bulletin board display 3. Survey - Teacher-made list of 10 things 1. a new doll 2. going out to eat 3. watching tv 4. reading 5. drawing pictures 6. going for a walk 7. going to a baseball game 8. going to a movie 9. talking to grandma on the phone 10. taking a ride on your bike. Children are to check 3 things that make the m happy. Result should show that different things make different people happy.

* FRIENDS *

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 1

Subject area competencies:
Language Arts (Writing Skills)

Basic skills: Listening and Writing

Career development objective/indicator: 5.2A Applies to Oral and writing skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
The first letter in every name is written with a capital letter.	1. Read a story to the class on the theme of friends, e.g. Who Will Be My Friend? by Syd Hoff (Harpers & Row,1960) 2. Discuss friends of class members- family friends, pets, school friends, etc... 3. As you talk about school friends write the names of children in the class on an experience chart. This is a good opportunity to let the children see that all names begin with a capital letter. 4. Let the children find names that are the same, names that begin with the same letter, and those that rhyme. Provide paper so that the children can practice writing the names of their friends in the class. Help the children to realize that in writing a first name, they have made one capital letter and some small letters.	1. Book - "Who Will Be my Friend?" by Syd Hoff 2. Experience Chart 3. Drawing Chart 4. Crayons and pencils	1. Teacher observation of individual student progress. 2. Activity such as a ditto with the following: e.g. Color the capital letter with a red crayon. Jackie Susan Lynn Rob Elroy

Friends (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	5. Make a book of class names - give each child a piece of drawing paper with their name printed on the bottom. Have each child draw a self-portrait. (Bind to make a class book of names) Display "Name Book" on the reading table. You can also make a directory of class names- duplicate and give it to the children to take home.		

How Do You Feel Today?

GOAL AREA Communication and Computation Skill

SUBJECT Language Arts

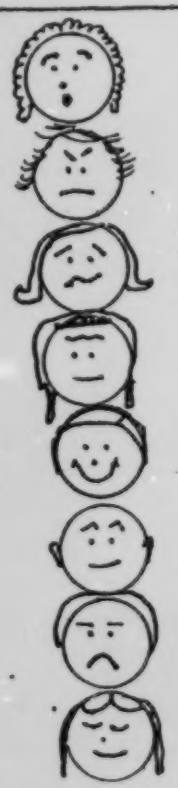
GRADE 3

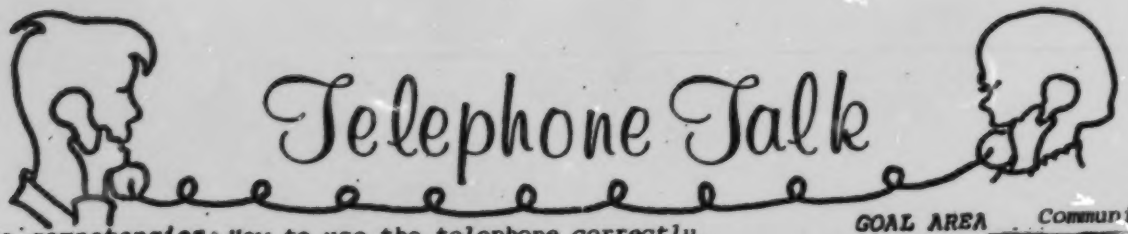
Subject area competencies:
Writing a form of poetry

Basic skills: Writing, recognizing, and reading orally Cinquain Poetry with feelings theme.

Career development objective/indicator: 5.2A Applies to Oral and Writing Skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Learning, describing, feeling words. 2. Writing a form of poetry correctly. 3. Ability to read poetry aloud with expression. (Student's choice)	1. Set-up bulletin board-title it: "How Do You Feel Today?" 2. On blackboard list all the feeling words you can receive by discussion with children. 3. Your list should be about 50 words long. If someone says a word that the other children do not understand, have the child or you explain what the words mean. 4. Tell children to pick a word they can relate to. 5. Tell children they are going to write a Cinquain poem about their chosen feeling. 6. Have the words Cinquain poem and the rules on a chart.	1. Rules for Cinquain poetry. 2. Collection of poems from magazines, books, and library. 3. Write a few sample poems of your own to share with the children.	1. Finished poem a. form b. message c. neatness 2. Puppet a. shows feeling 3. Oral reading if child chooses to do so Note - This activity should only be evaluating the child's method not his feeling. No grade should appear on this work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	RULES 1. First line - one word - the feeling word 2. Second line - two words - colors that remind you of that word 3. Third line - 3 words - action when that feeling is happening 4. Fourth line - how that word makes you feel. 5. Fifth line - one word - the feeling word repeated. Example Sad Blue,black Someone is sick I feel like crying Sad 7. Have popsicle sticks, material and oaktag. Tell children after they have written their corrected poem, they can make a stick puppet illustrating their chosen feeling. 8. Attach their poem to their puppet and display on the bulleting board to be shared. 9. Those children who chose to read theirs aloud may be asked to do so.		



Subject area competencies: How to use the telephone correctly.

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

Basic skills: Alphabetizing, numerical order, oral skills.

GRADE 2

Career development objective/indicator: 5.2A Applies basic communication skills.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Using the Telephone 1. Knowing personal telephone numbers by heart 2. Identifying an emergency 3. Using the telephone properly in case of an emergency 4. Matching telephone workers with their jobs 5. Identifying appropriate "telephone talk" 6. Working in small committee groups to complete an assigned task	1. Children view film "Telezonia" 2. Each child is given a chance to orally recite his/her telephone number. 3. Each child records his/her telephone number. 4. Role play using phone sets - children act out specific situation using appropriate language. a. calling the store to order something b. calling the doctor c. calling in an emergency 5. Children break up into groups to solve problems concerning - making an emergency call - appropriate telephone use	New Jersey Bell Tel. Company materials - available through local business offices. 1. Film, "Telezonia" 2. Duplicating Masters 3. Telephone sets 4. Charts Assorted telephone directories for observation and study.	1. Children make and keep individual telephone directories. (Teacher will check for correct numerals and alphabetical order.) 2. Children evaluate their own committees after each task. a. Did we finish the job in time? b. Did everyone get a chance to work? c. How can this group work better next time? After second committee task: Did we improve?

Lollapaloser

Subject area competencies: Cursive handwriting, objective and critical thinking

GOAL AREA Communication and Computation Skills

SUBJECT English

Basic skills: Writing skills

GRADE Spec. Ed. EMR

Career development objective/indicator: 5.4B Develops and uses skills of inquiry

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Critical thinking skills 2. Skill of questioning 3. Writing questions in cursive 4. Speaking proper English and speaking in complete sentences.	1. Explain to class that we will be playing a game which combines our writing assignment with asking questions. 2. Make up a name of a job title. Select one student for demonstration. Tell class that he/she is a "lollapaloser." Whisper to child that it means bus driver. 3. Lead class in asking questions to ascertain a job description. Questions have to be phrased for a yes or no answer. 4. Sample questions: a. Do you work indoors? b. Do you use tools? c. Do you work alone? d. Do you work days? e. Do you help customers? f. Do you drive? g. Do you wear special clothing? h. Do you punch a time clock? 5. After class demonstration give class a job title. They have to write five questions in cursive to ask. Repeat as time permits. Collect papers for grading.	Teacher-made game Sample job titles: a. ventrolly (cashier) b. dromnatist (dentist) c. shrinquiller (musician)	1. Proper cursive handwriting and formation. 2. Proper grammar 3. Proper sentence structure/punctuation 4. Content of questions

ADS

GOAL AREA Communication and Computational Skills

SUBJECT Mathematics

GRADE 3

Subject area competencies:
Computational Skills

Basic skills: Addition and Subtraction

Career development objective/indicator: 5.5A - Uses Computational Skills effectively/Applies basic computational skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Use of advertising catalogs to show knowledge of addition and subtraction skills. a. Following teachers rules b. Selecting items to be purchased c. Organizing d. Computing Totals	1. The teacher asks the question "Have you ever thought about what you would buy if you have $100.00? 2. The teacher explains to the class that each child will be given several catalogs and an imaginary $100. Their goal is to try to spend as close to $100 as possible, without exceeding that amount. 3. They must purchase at least 6 different items; they may purchase more than one of the same item. 4. Before activity begins, each student is to set up a table following teacher's directions. Column headings will include: a. Item b. Quantity c. Price per item d. Total price (see attached table)	1. A variety of different catalogs from various mail order houses. 2. Paper 3. Pencils or marker 4. Rulers	1. Each student's finished table. 2. Check accuracy of computational skills. $$$

198

199

HOW I SPENT $100.00

ITEM	QUANTITY	PRICE PER ITEM	TOTAL PRICE

TOTAL PRICE_____

$$$

Squares and Rectangles

GOAL AREA Communication and Computational Skills

SUBJECT Mathematics

GRADE 2

Subject area competencies:
Mathematics/Geometry

Basic skills: Measuring

Career development objective/indicator: 5.5 K-3A Improve Proficiency of Communication and Comparing Skills/ Uses Computational Skills Efficiently/Applies basic computational skills.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Measuring sides of a square and a rectangle for comparison. Length of Lesson 2 periods	Distribute 9 cm. paper squares. Have the students mark the sides of their squares a, b, c and d. Make the following chart on the blackboard: side | a | b | c | d cm. | | | | | Using a centimeter ruler, students measure sides of the square and record in chart. Then, point to the chart and ask, "What is special about the sides of a square?" Point to the completed chart and ask, "What is special about the sides of a rectangle?"	Paper squares and rectangles. Centimeter rulers. Ditto sheet constructed by teacher.	Distribute ditto sheets on which 2 squares and 2 rectangles are drawn, with the same type chart. Students will independently measure and complete the chart to identify whether the polygon is a square or a rectangle.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	Lead students in discussion of how squares and rectangles are alike and different. Find examples of squares and rectangles in the room; in pictures, in objects. 		

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Subject area competencies:
Mathematics/Coins

Basic skills: Value of American coins

GOAL AREA Communication and Computational Skills

SUBJECT Mathematics

GRADE K-3

Career development objective/indicator: 5.5A Improve proficiency of communication and computation skills/Uses computational skills effectively-Applies basic computational skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Value of American coins, single and in combination. Values less than $1.00 Making change Length of Lesson 3-5/40 min. lessons	1. Children handle at least 1 of each coin: cent, nickel, dime, quarter, half-dollar. 2. Match real coins with paper punch-outs 3. Teach name and value of each coin 4. Group paper coins according to value 5. Teacher name specific values and children select coins to match 23¢=2 dimes/3 cents, etc. 6. Children select correct coins to purchase item(s) from classroom store. (pencil and paper may be used to compute) 7. Practice papers-dittoes-owrkbook exercises	Mathematics for Mastery publisher, Silver-Burdett, Bk.2 punch-out money pp. 64-69, 113-115 ditto masters 27, 28, 46, 47 Modern School Mathematics, publisher Houghton Mifflin, Bk.2 pp. 57-58, 189-192, 209-218 Math Activities, ditto masters for gr. 1&2 pp. 24-25 Assorted small classroom items such as pencils, erasers, clips, etc., that can be tagged and priced for classroom store	Recognition of real and paper coins "Purchase" of small items from teacher Teacher or commercially prepared tests

205

206

5¢ 14 10¢

TENS

Subject area competencies:
Math - Counting by tens

Basic skills: Value of tens

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 1

Career development objective/indicator: 5.5 K-3A Improve Proficiency of Communication & Computation Skills/Uses Computational Skills Effectively/Applies Basic Computational Skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Value of tens Combination of tens from 10 - 100 Length of lesson 3 20 min lessons	1. Children handle sticks, blocks, beads, marbles, etc., in groups of tens. 2. Children count to 100 by grouping ten sets of any of the above objects. 3. Give each child ten sticks. Each child represents ten. Have children stand in groups of 2,3,4,etc. Ask each group how many sticks are represented by their group. 4. Place 3 bundles of ten sticks in a shoe box. Ask how many tens are in the box. Write the numeral 3 on the board. Ask how many tens are represented by the numeral 30 & ask what it means. Repeat this activity with other numerals.	Silver Burdett Math for Mastery Book 1 Workbook pages 186-189 self made dittoes sticks, blocks, marbles, beads, shoe box	Make counting sticks in bundles of ten & the word cards "1 ten" through "10 tens" available to children. Have them work in pairs, one child choosing a word card & the other child showing bundles for the number of tens named. ***** *****

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REFERENCES - COMMUNICATION AND COMPUTATION SKILLS

Colman, Hila. Ethan's Favorite Teacher. Illustrated by John Wallner. Crown, 1975.

Ethan has an inquiring mind but he doesn't like to study "dumb things like spelling and arithmetic." An encounter with Sadie, a tic-tac-toe playing orangutan, teaches him something about the satisfaction of learning.

Johnston, Johanna. Speak Up, Edie! Pictures by Paul Galdone. Putnam, 1974.

Edie lives to talk so much that she never takes time to listen - until one day she gets stage fright and can't talk at all.

Lystad, Mary. Jennifer Takes Over P.S. 94. Pictures by Ray Cruz. Putnam, 1972.

A little girl sitting on the "punish bench" imagines the kind of liberated school she would run if she were only in charge.

Schick, Eleanor. Making Friends. Macmillan, 1969.

Expressed entirely without words, this is a story about an affectionate little boy whose kindness and curiosity gain him friends everywhere he goes.

Career & Subjects

6

GOAL 6. Career implications of subject matter: Improve understanding of the relationship between schooling and work.

6.1 Identifies career implications of school experiences.

A. Identifies ways in which things learned in school relate to other personal activities and interests.

◆ 1. Social studies, "Map Reading" p.121

◆ 2. List jobs at home that require skills learned in school. (See "Jobs at Home and School") p.124

3. Make a list of favorite hobbies and games and list skills needed or used in each.

6.2 Relates specific school experiences to job requirements.

A. Identifies skills needed for tasks.

1. Each student lists four skills learned in class. Name one worker whose job involves each skill.

a. Counting - banker
b. Giving directions - police officers
c. Speaking - politician
d. Listening - sound technician

2. Take a field trip to a place where there are many workers. (Factory, post office, shopping mall, theater) Have students list jobs they see and job skills learned in school.

3. Plan and carry out activities with students. Have students identify skills needed for each step.

6.3 Develops an educational plan to address career choices.

A. Recognizes how things learned in school benefit one now and in the future.

1. Use charts to show progress over one year. Discuss with students how something learned how helps later on.

6.4 Relates personal skills to subjects learned in school.

A. Shows how personal skills contribute to success in school.

1. Chart things I like to do; things I do well. Discuss how things one does well help in school.

2. Read stories about people whose personal characteristics and assets have been helpful in making them successful.

3. Describe a famous or successful character. List the attributes they have (had) and identify how they might have developed the characteristics and how this helped their careers.

6.5 Utilizes teachers, counselors, and other school personnel in pursuing career interests.

A. Recognizes teachers as a source of information relative to personal interests.

1. Teacher discuss with students their interests. Schedule students for individual conferences. Provide interest centers and encourage students to utilize them.

Map Reading

Subject area competencies:
Developing skills needed to read and use a map

Basic skills: Identifying map codes and locating places on a given map

Career development objective/indicator: 6.1A Explores Careers in terms of skills learned

GOAL AREA Career Implications of Subject

SUBJECT Social Studies

GRADE 2

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Careers which require a good deal of map reading- e.g. Busdrivers, Taxi drivers, Firemen, Policemen, Ambulance drivers, Salesmen, etc. 2. Other professional people also depend on a map to drive to different destinations required by their job. e.g. Doctors, Accountants, Lawyers, etc. 3. All drivers should be able to read a map. 4. Maps give a great deal of information e.g. leisure spots, points of interest- heavily populated areas, etc.	1. On map, read "key" and "index" a. Super or major highways = thick red lines b. Orange, narrow red and black lines = other roads c. Light blue area = water d. Green area = recreation areas and parks e. Yellow area = heavy population f. Little red ball = point of interest (find name on key) 2. Identify index letters and numbers 3. Locate waterways (point out difference of river, lake, bay and ocean), airports & colleges 4. Give each child or group a city to find and ask various information around that area. (See attached form)	1. Each child has a N.J. Exxon map. (Teacher can procure as many as desired by visiting or writing- EXXON Touring Center 1251 Ave. of Americas New York, N.Y. (around 50th & 6th Ave.) 2. Ditto made up by teacher (See #4 Methods, Activities)	1. Were the children able to find cities by the "index" 2. Were children able to use "key" to identify facts about their given city? 3. Did children find some interesting facts about their state and did they share these facts with the class and their families? 4. Do all students realize the importance of reading and interpreting maps for specific careers and ultimately for all drivers?

Map Reading (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
5. Map reading skills: a. Locating places using index numbers b. Symbols for major roads c. Other symbols for points of interest.	5. Follow-up activity: Have each child see the relationship of their town to different resort areas (Great Adventure, Ocean, Seaside Resorts, etc.) Child then plots out how to get to their favorite resort from their homes, using small streets of neighborhood and major highways. This cound be done as homework involving child's family. Possibly family planning an outing or vacation.		

MAP READING

NAME _____

Please fill in all information blanks for the city of _____.
(Teacher assigns a city.)

1. Give index (number and letter) of the city. _____

2. List major roads (thick red lines) through or around a city. Then give direction of road (North and South or East and West).

   _____

   _____

3. Are there any waterways nearby? If so, please list them. _____

   _____

4. Are there any colleges or universities nearby? If so, please list them. _____

   _____

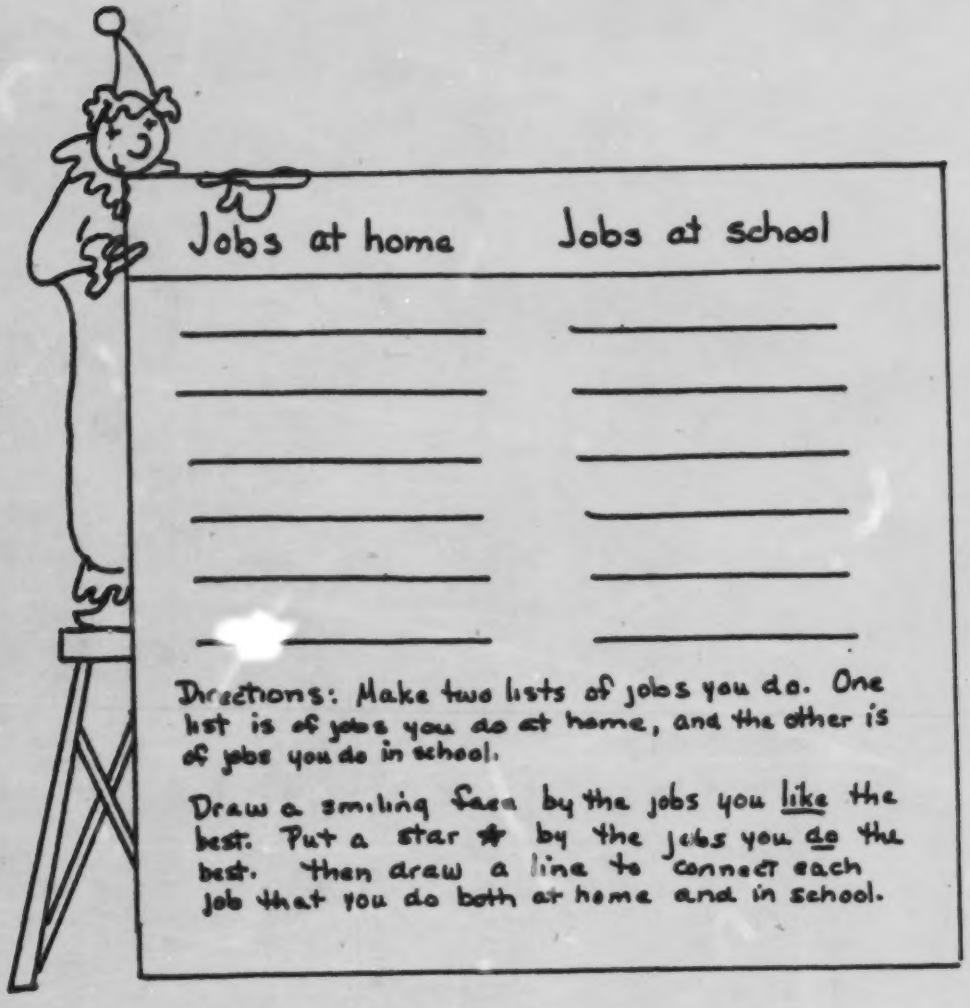
5. Are there any points of interest in the area (little red ball - see key for its name)? If so, please list them. _____

   _____

6. Is there an airport nearby? If so, what is its name? _____

7. Is there a recreation area nearby (green area on map)? If so, please give its name.

   _____


Jobs at home
Jobs at school
Directions: Make two lists of jobs you do. One list is of jobs you do at home, and the other is of jobs you do in school.
Draw a smiling face by the jobs you like the best. Put a star ★ by the jobs you do the best. Then draw a line to connect each job that you do both at home and in school.

Jobs at Home and School

Soc-Tech-Eco-Pol 7

GOAL 7. Socio-Technological-Economic-Political Understanding: Improve understanding of economic, political, and social factors influencing career opportunities.

7.1 Understands and applies sociological concepts

A. Identifies the value of workers to society

◆ 1. Social studies, "Assembly Line." p..127

2. Students list the five most important workers. Tell why each was chosen.

3. Follow the production of one product and discuss the workers needed at each step.

4. Discuss products and services required by people.

B. Shows how work done in the classroom benefits others.

1. Use a classroom management chart. Have students help identify jobs needed to be done on a daily, weekly, yearly basis and tell why each is needed. Students volunteer to do specific jobs.

◆ 2. Students form groups to clean up litter on the playground in connection with lesson on ecology. Science/math, "Every Litter-bit Counts." p..129

◆ 3. Social Skills, "Class Jobs." p. 131

7.2 Evidences economic understanding

A. Understands needs and wants in relation to supply and demand.

◆ 1. Social Studies, " Shopping Trip." p. 132

◆ 2. Mathematics, "Prices." p. 134

◆ 3. Mathematics, Social Studies, "The Class Store." p. 135

B. Identifies personal resources

1. Compare the concepts of time, money, skill, family members, friends, etc., between colonial days and now. Have students make lists or collages showing personal resources.

2. After making a list of resources such as time, money, skills, other people, show how each is used in reaching desired goals.

3. Mathematics lessons focused on the use of money as a medium of exchange. Making change.

7.3 Evidences technological understanding.

A. Identifies technologies

1. Show pictures of the same house or street location now and fifty to one hundred years ago. Have students point out what differences they see, such as horses and wagons instead of automobiles, gas lights instead of electric traffic lights. Discuss why life is different and technologies that have made it so.

2. In a study of Indian life or Eskimo life or pioneer life, consider how life differs from day to day and why children might discuss making the morning toast or entertainment at home.

3. Write a paragraph telling what I would do without or how life would change if I did not have

electrical lights	calculators
automobiles	washing machines
dishwashers	television
cake mixes	computer operated toys

◆ 4. Science, "Classroom Tools." p.136

B. Compares life now and in the past in terms of technologies.

◆ 1. Social Studies, "Then and Now." p.137

2. Look at technologies that did not exist fifty years ago (space travel, computerized phones, hand calculators, etc.). Predict some ideas that one might expect fifty years from now.

◆ 3. Social Studies, "Alaska" p.138

7.4 Evidences political understanding.

A. Understands the need for government and laws.

B. Understands how rules help classroom activities run more smoothly.

1. Social Studies, "Class Rules" P.139

2. Make a list of community workers who are responsible for laws and government.

7.5 Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping.

A. Understands that men and women can do similar kinds of work.

1. Language Arts, "Stone Soup" p..141

2. Social Science, "Job Lists" p. 142

3. Reading, "The Dog Next Door" p. 144

Assembly Line

Subject area competencies: Understands and respects worker roles.

GOAL AREA Socio-Tech-Econ-Pol.

SUBJECT Social Studies

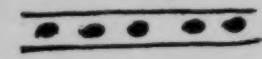
Basic skills: Following directions.

GRADE 2

Career development objective/indicator: 7.1A Identifies values of workers to society.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
A. An assembly line is set up and the children have hands on involvement in experiencing division of labor, its benefits: 1. increased speed 2. uniformity of product 3. simpler 4. increased skills and shortcomings: 1. monotonous to the worker 2. too much repitition	1. Demonstrate making rolled candies. a. Prepare a batch of peanut butter filling with the entire class observing according to the following recipe. 1 lb peanut butter ¼ cup jelly or honey 1 cup powdered milk Mix together to form a clay like consistency. b. Form small balls and roll in an assortment of toppings (sprinkles, confectioners sugar, colored sugar, cocoa) Make at least 6 varieties and place in cups or boxes.	Materials and supplies: 1 lb. peanut butter ¼ cup jelly or honey 1 cup powdered milk Assorted toppings - sprinkles, cocoa, sugar. Bowls - 2 large; approx. 6-12 small Boxes and cupcake paper cups for packing.	1. Children evaluate themselves. a. How could they improve their system? b. What is another situation when division of labor would save work and time? 2. Have children list several kinds of factories and their products that use division of labor.

Assembly Line (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
B. Workers roles are developed. Each station has a different specialty. Supervisors have special roles.	2. Plan out a method of having the full class involved and dividing the labor. Plan with the children. Have stations for 1. mixing the filling 2. forming the balls 3. coating the balls 4. packaging 5. supervisor could be assigned at each group 3. Carry out the plan with the division of labor. Wash hands first. 4. Evaluate with the children - Perhaps make a chart. a. Which way was faster? b. Which was was more interesting? c. What would happen if someone was absent? d. How did it feel to have (Name) be your supervisor?		3. Teacher made test. Put in the proper sequence: 1. package candy 2. coat candy 3. mix filling 4. form balls (Ans. - 3,4,2,1)

Every Litter-bit Counts

Subject area competencies: Science/Math

GOAL AREA Socio-Tech-Econ-Pol.

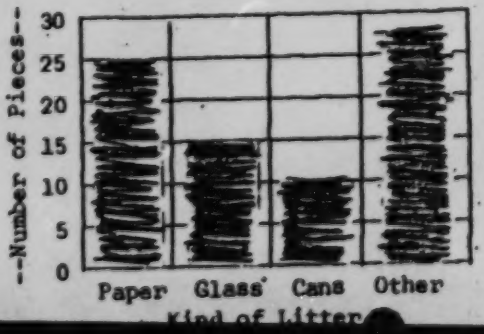
SUBJECT Science/Math

GRADE 3

Basic skills: Understanding of a clean environment and relating a class clean-up campaign to needs of society

Career development objective/indicator: 7.1B Understands and applies sociological concepts. Shows how work in the classroom benefits others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Science - Need for environmental ecology Math - Graphing results of findings in collecting solid waste material Length of Lesson: Approx. 7 40-minute periods. Evaluation separate.	1. Children will discuss the words: a. environment b. litter c. recycle Then discussion will shift to the school environment and the problems of litter at school. Make a list of the types of litter seen around the school. 2. On a given day - divide children into groups of 4 or 5. Each will have a plastic trash bag and will go out on school grounds to collect litter. 3. The next activity will be for each group to county pieces of litter and to draw up a chart to show the categories of the trash they have collected.	Science - A Process Approach II (SAPA) Ginn & Company Module 50 - Clean-up Campaign Utilize materials from module including: - large plastic trash bags - graph paper - 1 pr gloves for each group - poster paper 	Children in class will follow the lesson and aid the PTA (or other school project or group) by collecting litter at a particular function. They will prepare their group charts and graphs on litter collected; then prepare a large class graph on poster paper to display in the office or hallway. Teacher will evaluate 4 aspects of this lesson: 1. Student's understanding of need of a litter-free environment. 2. Student's ability to prepare charts and graphs accurately - both scientifically and mathematically.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	Example: Group | Number of items collected by each group: Paper | Glass | Cans | Other Group 1 Group 2 Group 3 Group 4 Total From the chart each group will graph (using a bar graph) the results. The class will then prepare a bar graph of the class collection of trash. Example: Litter Collected By Class  		3. Student's ability to understand usefulness to others at school by their clean-up campaign. 4. The student's understanding of making others aware of their work in the clean-up campaign, and the subject of a litter-free environment by displaying the large poster graph where everyone can read it.

CLASS JOBS

GOAL AREA Socio-Tech-Econ-Pol.

SUBJECT Social Skills

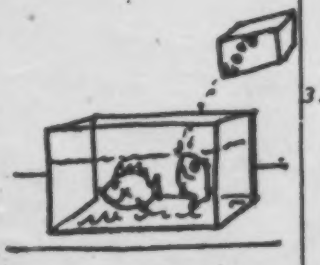
GRADE EMR I

Subject area competencies:
Listening Skills, Language development,
Development of responsibility

Basic skills: Making comparisons, gross-motor and fine motor skills, chart reading

Career development objective/indicator: 7.1B Understands and applies Sociological Concepts/Shows how work done in the classroom benefits others

Suggested time=30-45 min.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Classroom Jobs II. Importance of Class Jobs 	1. View Movie 2. Discuss movie by asking children to tell about the jobs they do at home. 3. Discuss some jobs that need to be done in the class. 4. Make a helper chart, use words and pictures for non-readers. Jobs could be, rug cleaning, feeding fish, cleaning shelves, plants, tables and closet. 5. Choose one day not to do jobs and have children discuss the differences.	1. Movie, <u>Taking Care Of Your Own Things:</u> Beginning Responsibility, Coronet Films 	1. Keep a daily check list of jobs done in class. 2. Teacher should discuss with the class the reason for doing each job. Children should be able to verbalize the importance of each job. 3. Teacher observation of how jobs were done. Are the plants alive? Are fish alive? Were the children able to locate materials on the shelves and in the closet? Are the tables and the desks clean?

Shopping Trip

Subject area competencies: Locating items/ computing cost

GOAL AREA Socio-Tech-Econ-Pol.

SUBJECT Social Studies

Basic skills: Reading and Math

GRADE 3

Career development objective/indicator: 7.2A Evidences economic understanding. Understanding needs and wants in relation to supply and demand.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Locating items 2. Reading directions 3. Comparison pricing 4. Computing cost 5. Paying for purchases 	In a previous lesson, the class worked in small groups to plan this shopping trip. For this lesson, the class broke into the same small groups. Each group is assigned a particular item or items to be purchased. After receiving their assignments, the groups check against the list compiled by the class to determine the quantity and the approximate cost of their items. The chairperson of each group requests and receives the amount of money that group decides it will need. A record of each group, their items, and the money they receive is kept by teacher. Class, under supervision of teacher and two aides, walks to food market. At market, each member of each group performs a pre-determined task, such as pushing the basket, selecting the items from the shelf	1. Shopping list 2. Price list circular 3. Money to be used for purchase 4. Groups with pre-arranged tasks	<u>Teacher Observation</u> 1. Learned to use a list 2. Located items in store by reading the aisle content signs. 3. Learned the importance of reading labels for directions on preparation of the food they chose. 4. They were able to buy more economically by comparing the prices. 5. Learned to compute cost which kept them within their budget. 6. They computed cost and counted change.

Shopping Trip (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	and reading the labels to determine content and instructions for preparation, such as instant pudding as opposed to pudding which needs to be cooked, recording the listed price, comparing price against our list and the other brands, paying for items at checkout and counting change received, if any, to be sure it is correct. The class gathers together as each group completes its purchases and returns to school.		Teacher-made written test. 7. Word problems for reading and math computation skills. Examples: 1. Kim and Velinda purchased four items costing .89, .69, .26, and .25. (A) What was the total cost of their items? (B) They gave the cashier $3.00. How much change did they receive? 2. Jose brought 3 boxes of instant pudding. At .26 each, what was the full cost of the pudding? 3. Tony purchased a box of cocoa that makes 8 cups. How much does each cup of cocoa cost if the whole box cost .80?

PRI¢E$

Subject area competencies: Mathematics

Basic skills: Addition and subtraction

GOAL AREA Socio-Techn-Econ.Pol.

SUBJECT Mathematics

GRADE 1

Career development objective/indicator: 7.2A Consumer awareness and fluctuation of prices in the marketplace.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. An awareness that certain items are in demand during Holiday times. 2. An awareness that stores will offer varied prices for the same item based on their supply of it, the demand for the item and the possibility that you will buy other things once inside the store. 3. An awareness of money and what it will buy.	1. Pick a Holiday time for this activity: Christmas, Mother's Day, Father's Day. 2. Make a survey of class and other classes to determine which brand names are most desired for gifts. Examples: i.e., Father's Day. a. Kodak Instamatic Camera b. Black and Decker Jig Saw c. Lloyd Digital Clock Radio d. Timex Digital Watch e. Fabrege Brut Gift Set 3. Form committees for each gift item. the students will check newspapers for advertisements of product and bring in ads. Charts will be kept for 3 weeks to see who has the cheapest price for the item. Differences in price will be calculated to show savings. 4. Prices and current best buys could be posted outside classroom for the benefit of the rest of school.	1. Local newspapers and advertising flyers 2. Charts and magic markers 3. "Consumer Magazine for Children," "Penny Power" published by Consumer Report, Orangeburg, New York 10962 4. Penny Power Club (see magazine above)	1. Children will construct charts to determine if different stores had different prices for the same item. Price differences will be calculated to see savings. 2. Students will compare prices to see when they were cheapest - early (many weeks before holiday) or late (just before the holiday. 3. Survey classes to see if anyone saved money by using prices and ads posted outside the classroom.

The Class Store

Subject area competencies:
How to Use Money

Basic skills: Variety in Addition, Subtraction & Multiplication * Use for several lessons.

Career development objective/indicator: 7.2A Evidence Economic Understanding/Understands need in relation to supply demand

GOAL AREA Socio-Tech-Econ-Pol.

SUBJECT Mathematics

GRADE 3

Suggested time= 5-30 min. classes

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. MONEY 1. Introduction - Brief history of early uses of money (beads, grain, stones, furs, shells). 2. Monetary standards used today (paper, silver, copper). 3. Why money is used. 4. Experience of handling and spending money. 5. Job roles to be expanded: a. Manager b. Salesperson c. Consumer d. Baggers e. Cashiers f. Courtesy person 1. Information 2. Lost and Found.	1. Give introduction on the history of money and the monetary standards of today. 2. Discuss the use of money. 3. Teacher arranges within classroom a mini-grocery store. Students will supply empty cans, jars, bottles, cartons, boxes, books (all purchaseable items). Place price tags on each. Students will be chosen as 1. Manager 2. Salesperson 3. Consumer 4. Baggers 5. Cashiers 6. Courtesy person a. Information b. Lost and Found 4. Teacher will explain the jobs assigned to different students. 5. Each day of unit, allot a certain amount of money per child and have them practice buying at a store within their budget, utilizing the different workers at the store.	1. Table or shelves containing merchandise to be purchased. 2. Play money (paper & coins) 3. If possible, a portable cash register or a cash box. 4. Paper and pencil for shopping list. 5. Paper bags. *If possible, older children to supervise and assist young shoppers.	1. In order to buy, one must have money. 2. Buy within budget. 3. Wise use of money can bring joy and satisfaction. 4. Provided a good learning experience. 5. Made student aware of their parents need to live within a budget.

classroom tools

GOAL AREA Socio-Tech.-Econ.-Pol.

SUBJECT Science

GRADE 1

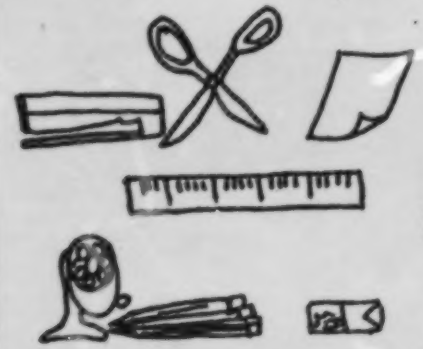
Subject area competencies:
Knowledge of Simple Tools

Basic skills: Recognition of simple classroom tools and understanding their purposes.

Career development objective/indicator: 7.3A Evidences Technological Understanding/Identifies technologies

Suggested Time: One class period

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Identification of simple tools. 1. scissors 2. stapler 3. hand pencil sharpener 4. mechanical pencil sharpener Understanding the application of these tools.	Teacher will demonstrate the uses of four simple tools. 1. scissors 2. stapler 3. hand pencil sharpener 4. mechanical pencil sharpener Tasks: To cut paper. To staple things together. To sharpen pencils Teacher will demonstrate how work can be made easier by using the tools listed above by performing the following tasks: 1. Tear paper-Cut paper 2. Fold two papers on top to keep them together- Staple papers together 3. Sharpen pencils with a hand-sharpener- Sharpen pencils with a wall sharpener. Have each child perform these same tasks.	Provide simple tools. 1. Scissors 2. Stapler 3. Hand pencil sharpener 4. Mechanical pencil sharpener Paper Pencils	Teacher observation: Students should be able to identify tools provided and demonstrate their uses.



Then & Now

Subject area competencies:
Appreciate modern conveniences/and hard work of Indian People to produce their own food
Basic skills: Observation, ability to make decisions

GOAL AREA Socio-Tech-Econ-Pol.

SUBJECT Social Studies

GRADE 2

Career development objective/indicator: 7.3B Evidences Technological Understanding/Compares Life Now & in Past in terms of Technologies

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Important source of food for Indians (corn) a. how it was grown b. what it was used for II. Comparing life now and in the past a. how Indians made cornbread b. how we use cornbread mix to make bread	Read story to class about Lenni-Lenape Indian women planting corn for food. Explain their method of planting corn in holes, in which fish heads had been placed (for fertilizer). Then discuss with class how corn was cut from cob and dried before it was used. Show children a mortar and pestle and explain that dried corn was ground into meal using mortar and pestle. Demonstrate. Talk about different things Indians made with corn meal a. corn bread b. journey cakes (when mixed with maple syrup) c. mixed with beans and nuts and boiled or baked Have each child plant seeds of corn in soil in planter tray. Water and cover with plastic wrap, place in warm, sunny spot(window sill). Children check seed trays to see how long it takes seeds to sprout (when they do remove plastic wrap)	Lenni-Lenape N.J.'s Native People. Price, Lynda. Paterson Museum, Paterson, N.J. c1979 Indians of the Forest (Portfolio of pictures) Afton Publishing Co., Florham Park, N.J. c1975 John T. Cunningham The First Book of Indians Brewster, Benjamin. Franklin Watts, Inc., N.Y., N.Y. c1950. corn seeds planter trays soil plastic wrap 4 boxes cornbread pans oven measuring cup	Child's anticipation of their "own seed" growing. Whether or not they show appreciation for convenience of making cornbread in ¼ hour, with mix, and the hard work and time it takes Indians to produce corn and then use it to make cornbread. Enthusiasm they show when sampling cornbread baked in school.

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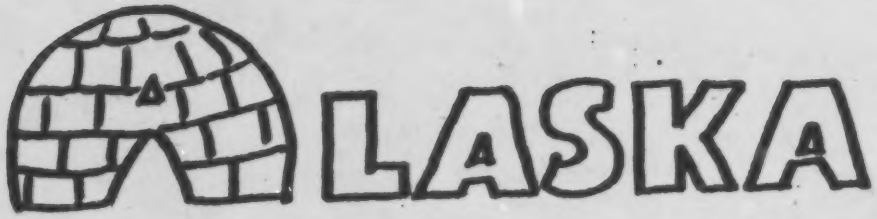


GOAL AREA Socio-Tech-Econ-Pol

SUBJECT Social Studies

GRADE K-3

Subject area competencies: Social studies.

Basic skills: Life changes for Eskimo due to technology.

Career development objective/indicator: 7.3B Evidences technological understanding; compares life now and in the past in terms of past technology.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Old way of life for Eskimo due to location, weather and tribal customs. New technology and the way it has changed life. New technology has attracted more people to Eskimo lands due to easier life.	I. Discuss pictures and reading in book. A. City of Barrow and how it has changed. B. How shelter, food, clothing, and ways of making a living have changed C. Compare old and new technology in following areas: 1. communication 2. transportation 3. medicine 4. local occupations II. Dioramas, layouts, pictures to illustrate changes and improvements. (Child/group projects) III. Showcase of artifacts - real and manufactured to illustrate change. IV. Stories, past and present.	The Eskimos in Northern Alaska, Allyn and Bacon, pp. 123-145 Morris Museum - materials from Alaska, Northwest Indians, Eskimos "The Worlds of Alaska" vacation magazine, 1980. Filmstrip - "The Modern Eskimo," Encyclopedia Britannica	Pictures drawn by children illustrating "Then and Now" for Eskimo. Mural or large bulletin board depicting old and new way of life for Eskimo. Pictorial or written lists of then and now. Divide into 2 groups - Then and Now. Each group writes and illustrates a story for their time. Share with class. Pencil and paper test. Pantomime or some sound with acting, i.e., rowing boat - just sitting and steering due to motor, throwing harpoon-shooting gun.

CLASS RULES

GOAL AREA Socio-Tech-Econ-Pol.

SUBJECT Social Studies

GRADE 3

Subject area competencies:
Social Studies.

Basic skills: Reading and Writing

Career development objective/indicator: 7.4B Understands how rules help classroom activities run more smoothly

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
A. Awareness of: 1. The need for guidelines and rules in the classroom 2. The importance of following the rules in class.	1. Ask children what would happen if everyone were allowed to run through the classroom and hallways in school (someone may be injured) 2. Continue to pose questions such as: - Everyone may talk any time they like. What would happen? (No one would listen) - What would happen if you did not have to put games, book and activities back in their proper places? (Games, book and activities would be damaged or lost) 3. After discussing the above questions ask children what do we have to keep us from running, talking and playing whenever we want in the classroom. Tell children the word starts with an "r" and we all must follow them.	Access to chalkboard and chalk or chart paper and marker 1- Sheet of paper per student. 1- Pencil and Eraser per Student.	Teacher Observation 1. Do students offer appropriate responses during the discussion? 2. Do students display an understanding for the need for rules? 3. Do they offer rules that are fair and appropriate for classroom use? 4. Do they read and copy rules correctly?

Class Rules (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	4. After the children respond with the answer "rules", ask them why rules are important. What would happen if there were no rules? 5. After discussing the responses, have children tell what rules they feel the class should follow for the school year. List rules on the board and have children copy them. Review each rule by having a child read the rules aloud while the other children read the rules silently. 6. Appropriate responses: a. Why are rules important? -So we will know what to do and what not to do. -To avoid confusion b. What would happen if there were no rules? -There would be confusion -People might get hurt.		

Stone Soup

Subject area competencies:
Listening - Making Decisions

Basic skills: Language/Writing

GOAL AREA Socio-Tech-Econ-Pol.

SUBJECT Language Arts

GRADE Kdg.

Career development objective/indicator: 7.5A Is Aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Fiction and Non-Fiction - Stone Soup II. Food Preparation- Soup Chopping Simmering III. Boys and girls do the same jobs.	<u>Five Day Plan</u> 1. Introduce story by discussing what we had for lunch or supper yesterday. Discuss types of soup we like. Ask "Did anyone ever taste stone soup?" Explain that tomorrow the teacher will read story calles <u>Stone Soup.</u> 2. Read story - Discuss how everyone shared. Suggest we might make soup. Show the children the "Stone" (teacher has thoroughly cleaned a stone) 3. Decide who will bring food items. Be sure to include cups & spoon if you need them. Send a written note. 4. Divide into 5 groups. Each group cleans and chops vegetables. Teacher helps put everything together. 5. Write: We Made Stone Soup. It Was Good.	Books from Library <u>Stone Soup</u> Retold by Willis Lindquist Food Items Stone Soup 12 cups water 3 stalks celery 3 carrots ¼ cup barley 3 potatoes 1 pkg. frozen mixed vegetables 10-14 Bouillion Cubes (beef or chicken) ½ onion 1 tsp. salt ¼ cup ketchup Stone Clean & cut up vegetables Add to water in large pot. Simmer 1 hr. Add water as needed.	Check list of tasks - Boys and girls check tasks and complete them.

JOB LISTS

GOAL AREA Socio-Tech-Econ-Pol

SUBJECT Social Science

GRADE 2-3

Subject area competencies:
Careers and Jobs

Basic skills: Communication Skills, fine-motor skills, Comprehensive skills

Career development objective/indicator: 7.5B Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping/Understands that men & women can do similar kinds of work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Terminology Careers and examples Jobs and examples II. Sex Role Stereotyping Suggested time: About 45 min. each over 2 days	1. Write the word CAREERS on the blackboard. 2. After the class has spelled the above word help them read it. 3. Repeat the word and ask if anyone knows what it means. 4. If help is needed to define CAREERS write the word JOBS next to CAREERS. (Example: CAREERS=JOBS) Include paid and non-paid 5. Next have the youngsters name some CAREERS, which the teacher will list on the board. 6. Have the youngsters copy this list into their notebooks. 7. Pick out two careers from the list that are usually done by men & one that is usually called "woman's work". For instance: A doctor and a Model. 8. Erase all other careers from the board, leaving only the above two careers on the board.	1. Blackboard, chalk, eraser. 2. Children's notebooks and pencils 3. Drawing paper and crayons. 4. Drawing paper, paint, paint brushes, cup of water.	1. Check their drawings to see their conceptions of that particular career. 2. Check their painting to see if their conception of that career has changed.

Job Lists (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	9. Take one, putting the other aside for now, and discuss so that discussion eventually leads to the fact that job need not be sex stereotyped. Suggested questions: "What do Models Do?" "Would anyone here think it would interest them when they get older?" "What do you need to be a Model?" Any questions to spark a discussion on that particular career. 10. Have each child in class draw a picture of a Model. 11. Each will show and explain his/her Model picture. 12. If all the pictures are of women, spark up another discussion by showing them advertisements from magazines of men modeling clothes. Discuss these pictures and the images these men bring forth in their pictures of the type of men they look like.		

	METHODS/ACTIVITIES
	13. When this discussion has ended have the class now paint a picture of a model, to see how their conception of this particular career has changed or not. 14. In the next lesson do the same as above with the doctor career.

THE DOG NEXT DOOR

"Rosa and the Crow"

GOAL AREA Socio-Tech-Econ-Pol

SUBJECT Reading

GRADE 3

Subject area competencies: Reading

Basic skills: Decoding, vocabulary, comprehension and using table of contents.

Career development objective/indicator: 7.5A Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
A. Sex Bias 1. Problems that arise when sex stereotyping is involved in our lives. 2. The importance of eliminating sex role stereotyping.	Day 1 1. Introduce vocabulary (T.E.pg.84) Flash Cards. Rosa, branch, crow, shirt, thread, sorry, left, spool, neighborhood low, mend, rip, rang, crow, loose, poked, both, dot Cid, himself. Have volunteers read vocabulary words. 2. Using flash cards, read through vocabulary giving each child an opportunity to read . 3. Follow suggested activities for introduction of vocabulary in T.E., pg. 84. 4. Tell children to read story silently, prepare them for reading by introducing story and setting a reading purpose. Tell children title of story is "Rosa and the Crow," have children locate story on Contents page in front of text. Discuss what a crow is, its appearance, what it does. Ask children if they think the crow will be an important character in the story. (Yes) Why? (Because the crow is mentioned in title.) Tell them they will take turns reading story aloud tomorrow.	Ginn 720 Reading Series (Ginn and Co., Xerox Education Company) Teacher's Edition, pp.84-87, Student Text, pp.77-83. Level 7 - The Dog Next Door 1 Teacher's Edition 1 Text per student Vocabulary Flash Cards	Teacher Observation 1. Do children recognize the sex bias in the story? 2. Do they recognize the problems created when men and women's roles are stereotyped? 3. Can they offer alternatives to stereotyping? NOTE: This is a "thumb dog". Trace your thumb, and give the "dog" any ears you want.

The Dog Next Door (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
-145-	Day 2 1. Following T.E., pp.85-87, using suggested questions, have children read story aloud, taking turns. 2. Additional Questions: a. Would Mr. Cid have had a problem if he had been able to do laundry? b. Should Mr. Cid have depended on his wife for clean laundry? c. Can men do laundry? d. Can you think of different ways Mr. Cid could have solved his problem?		

Career Information

8

Goal 8 Career Information: Increase Knowledge of Career and Occupational Information

8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options.

A. Is aware of parents' special talents for jobs in and out of the home.

◆ 1. Language Arts: "Mothers and fathers at work." p.150

2. List jobs needed by people who have families. List skills and talents that are necessary, useful or helpful, nice to have.

B. Identifies skills needed for classroom tasks.

1. Chart the skills used in school; for example, reading writing, helping, cutting, drawing, looking, listening, sharing, etc. Have students decide how often each skill is used, or which skill is used most, next, etc. Use pictures showing skills, or use symbols. Have students discuss the skills as they have ranked them.

2. Make a list of jobs or activities that happen in the classroom. Students indicate what skills are needed. This could be done in the form of a matrix with tasks or jobs running down one side and skills across the top.

	SKILLS								
Job List	Reading	Listening	Helping	Writing	Cutting	Math	Following Directions	Spelling	
Making a model									
Taking care of plants									
Being in a spelling bee									
Writing a report									

3. Students keep a skill log. "Skills used today." Chart improvement.

8.2 Knows how to locate and use appropriate career information.

A. Names places where a person can find out about workers and working.

1. Plan visits to stores, community work places (post office, fire house, police station). Interview workers to find out about their jobs.

2. Go to the library to find books and stories about people at work.

3. Have students interview their parents about what they do at work. Report back to class.

8.3 Is aware of a range of career options and their requirements.

A. Describes work done, clothes worn and tools used by a variety of workers.

1. Social studies, language arts. "Career ABC's." p.151

2. Students read the Golden Press book entitled "At Work." (Western Publishing Company) Collect pictures of workers and prepare a collage.

3 Chart tools used and clothes worn by workers. Have students play a game by identifying the worker. Make flash cards for the same purpose.

4. Prepare a learning center or learning station depicting workers. Use small cards on which tools of workers are displayed. Using small hooks, have children match the tool to the trade. Entitle center "Tools of the Trade." Be sure to include some males and females in non-traditional roles.

5. Social Studies. "Night Time Workers" p..152

6. Social Studies. "Job Puzzles and Puppets" p. 153

7. Language Arts. "School Workers" p.157

8. Language Arts. "Community Workers" p.158

9. Students create mobiles using pictures of workers, job names, and tools. Use mail order catalogues for tools and clothing.

10. Have students engage in "hands on" activities using tools of different trades. Some of these might be: scales, hammers, hand saws, screwdrivers, calculators, cash registers, paints and brushes, rulers, shovels, wheelbarrows, cememt, ladder, chisels, etc. Be sure to teach and stress safety. Engage girls and boys equally in all activities.

B. Identifies people who produce goods and services used.

1. Reading/language arts. Each student is given a card with the name of a worker on it. The student then makes up a riddle and classmates try to guess what career is in the riddle.

2. Make two lists, one of goods and another of services. Depict goods and services using magazine pictures, prints or drawings.

3. List job descriptions such as,
   people who help us feel better,
   people who grow food,
   people who help us learn,
   people who build houses,
   people who make our clothes,
   people who entertain us, etc.
   Distinguish the production of goods or products from service-oriented jobs.

4. "Food products and food services." "People who know about food." Help students identify people in the school who are responsible for the lunch program, e.g., cook, dietitian, school foodservice manager. Invite such a person to the class to discuss the jobs. Consider other people outside of the school who prepare food products and who serve food to people. Collect pictures for bulletin boards, collages, mobiles, or learning centers. Use in connection with nutrition unit.

C. Identifies reasons people work.

1. Define work as all activity done for the benefit of self or others. Ask, "who works?" List responses. Note that in the list there will be paid and unpaid kinds of work. Generate a list of guesses or predictions about why people work, including:

   - They like it.
   - It helps people.
   - They earn money.
   - They earn recognition.
   - It is necessary, etc.

2. Have students ask three different people why they work. Share responses in class.

3. Make list of jobs or kinds of work done in the classroom by the teacher, by students, by others. Predict what would happen if each job or kind of work were no longer being done.

8.4 Uses decision-making skills to identify career directions.

A. Uses knowledge of self to determine what tasks or jobs in school to do.

1. Social Studies. "Choosing Jobs." p. 161

Mothers and Fathers at Work

Subject area competencies: Increase knowledge of career and occupational information.

Basic skills: Communication, listening, vocabulary.

Career development objective/indicator: 8.1A. Is aware of parents' speical talents for jobs in an out of the home.

GOAL AREA 8.1 Career Information

SUBJECT Language Arts

GRADE K-3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Jobs (kind of work people do. A. Paid (money received for doing work) B. Unpaid II. Jobs and occupations of mothers and fathers. III. Talents mothers and fathers use. A. At home. B. At work.	1. Teacher led discussion on jobs mothers do; jobs fathers do. 2. Make list of jobs related to News Hunt article in Weekly Reader. Example: Secretary, Real Estate Agent, Telephone Operator, Surveyor, Receptionist. 3. If available, read story in Weekly Reader, "More and More Moms Work For Pay." 4. Bulletin board or posters of jobs mothers and fathers do. 5. Newspaper articles of jobs mothers do. 6. List with class the talents moms and dads show at home,at work. 7. Invite some parents to come in and talk about their jobs without naming them. Have students try to guess the job. 8. Have students make finger puppet showing their parents' jobs. After making puppet, have the student use it to role play parent at work. After a number have been seen lead a class discussion and make a list of the special talents or skills students feel are necessary for each job.	Newspaper articles with pictures, may be homework assignment. List of jobs mothers might do, result of class discussion. Weekly Reader, Ed. 2, Vol. 49, Issue 14. January 19, 1980. List of jobs held by mothers and fathers of students. Book: "Mothers Can Do Anything" by Joe Lasker, Albert Whitman Company.	1. Questions in Weekly Reader. a. What do experts say about working mothers? b. What did most mothers do when your mom was a little girl? c. Who goes out to work now? d. How do most families in which mothers and fathers work get their housework done? e. Name some jobs mothers do today. Fathers do today.

Career ABC's

Subject area competencies: Identification of workers

GOAL AREA Career Information

SUBJECT Social Science

GRADE 2

Basic skills: Alphabet, dictionary skills, spelling

Career development objective/indicator: 8.3A To become aware of a range of career options by identifying people who produce goods or services

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Alphabet 2. Workers whose jobs start with each letter.	1. Children make a booklet "Career Alphabet" 2. Divide 12"x18" construction paper into 4 sections. 3. Choose a job for each letter and color a picture for each career or cut out pictures from magazines and newspapers for each job. a. astronaut;actress b. baker;ballerina c. cook;custodian d. dancer;doctor e. engineer;electrician 4. Bulletin board display of the careers.	1. My Second Pictionary Scott, Foresman pgs. 48-50 2. Dictionary 3. Magazines 4. Newspapers 5. Construction paper 6. Crayons 7. Scissors 8. Paste 9. Films - Can be obtained through the Old Bridge Township film library. a. A Plane Ride b. The Train: A First Film c. Dockside	1. Discuss with the children careers which they were not aware of before the booklet was started. 2. Their own booklet. 3. Worksheet with alphabet to fill in as many as they can.

Night Time Workers

GOAL AREA Career Information

SUBJECT Social Studies

GRADE 1

Subject area competencies:
Introduce the concept of nighttime workers

Basic skills: Listening, Thinking and Drawing Skills

Career development objective/indicator: 8.3A Describes work done, clothes worn and tools used by a variety of workers

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Introduction to the concept of nighttime workers e.g. - baker - telephone operator - fire fighters - hospital workers - police officer - waitress	1. Discuss the idea that some people work at night. e.g. "Who works at night when you're asleep?" "Do any student's parents work at night?" "What kinds of jobs do night-time workers do?" etc. Ask the children to name any nighttime workers they can think of. 2. Make a class list of nighttime workers. e.g. Baker Telephone Operators Fire Fighters Hospital Workers etc.	1. Chart Paper 2. Magic marker 3. Pictures of night workers 4. Chalkboard and chalk	1. Teacher observation of individual student progress. 2. Class discussion of activity involving teamwork. a. Did team follow the rules of the game? b. Did the team try to do their best? c. Did the team work quietly? 3. Have the children make a paper-bag puppet of their favorite night-time workers. 4. Role-play work situations of night owrkers discussed.

JOB puzzles and puppets

Subject area competencies: People in their job roles.

Basic skills: Eye-hand coordination, fine motor skills

GOAL AREA Career-Information

SUBJECT Social Sciences, Art

GRADE K-3

Career development objective/indicator: 8.3A Is aware of a range of career options and their requirements/Describes work done, clothes worn and tools used by a variety of workers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. People in their job roles A. Work done B. Clothes worn C. Tools used II. Motor skills A. Drawing B. Cutting C. Pasting D. Sewing	1. Hand out magazines to the youngsters. 2. They are to cut out any full page pictures of people at their jobs. 3. For each picture have each child describe the work done, clothes worn, and tools used by their worker. 4. Next have them paste their pictures onto oak tag or cardboard. 5. On the back of the cardboard the teacher will make lines with a pencil. (Or have the children do this) 6. The youngsters will then cut along the lines. 7. The class will then have class-made career puzzles for all to use.	1. Oak tag or cardboard. 2. Magazines 3. Scissors 4. Paste or glue 5. Pencil(s) 6. Other Art Material a. felt b. glue c. styrofoam balls d. yarn e. needles f. construction paper Pint-Size Puppet Projects 1978, The Learning Works, Santa Barbara, California.	1. As they make their puzzles go around and ask questions about each picture. 2. Do the same whenever the youngsters do the puzzles. 3. Students complete a puppet model. 4. Students show an awareness of a variety of the 30 careers introduced by the job cards, tool cards and place of work cards, through discussions and role play with puppets.

Job Puzzles and Puppets (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	8. Students plan and create a basic puppet in art class to be used in conjunction with job cards. (See attached page)	Pictures of 16 Community helpers and tools available in "My Kindergraph" published by Follett Pub. Co., 1971, Chicago.	
	9. Students create paper hats of specific careers for the puppets to be used in conjunction with job cards. 10. Students match puppet with right hat to job, tool, and place cards.	Community helper puppets taken from Pint-Size Puppet Project. Reading About Work, a supplementary reading program based on careers - developed by Educational Challenges, Inc., McCormick-Mathers Publ. Company.	

PUPPET CONSTRUCTION

Materials needed:

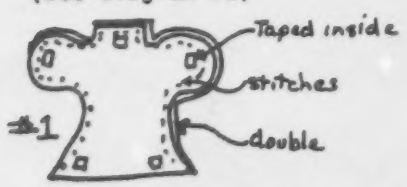
styrofoam ball (about 3" diameter)
felt body (cut from pattern)
yarn
body pattern
scissors
glue
needle
hair pattern

Completed in two days.

Art Class #1

I. Felt bodies are pre-cut and prepared for students to begin sewing.
   A. Felt pieces cut
   B. Taped in five areas to hold pieces in place
   C. Dots marked for sewing.

   (See diagram #1)



II. Students are told to sew bodies together using needle and yarn. (Demonstration and Sewing Concepts given)

III. Complete sewing in teacher's homeroom if not completed in art class.

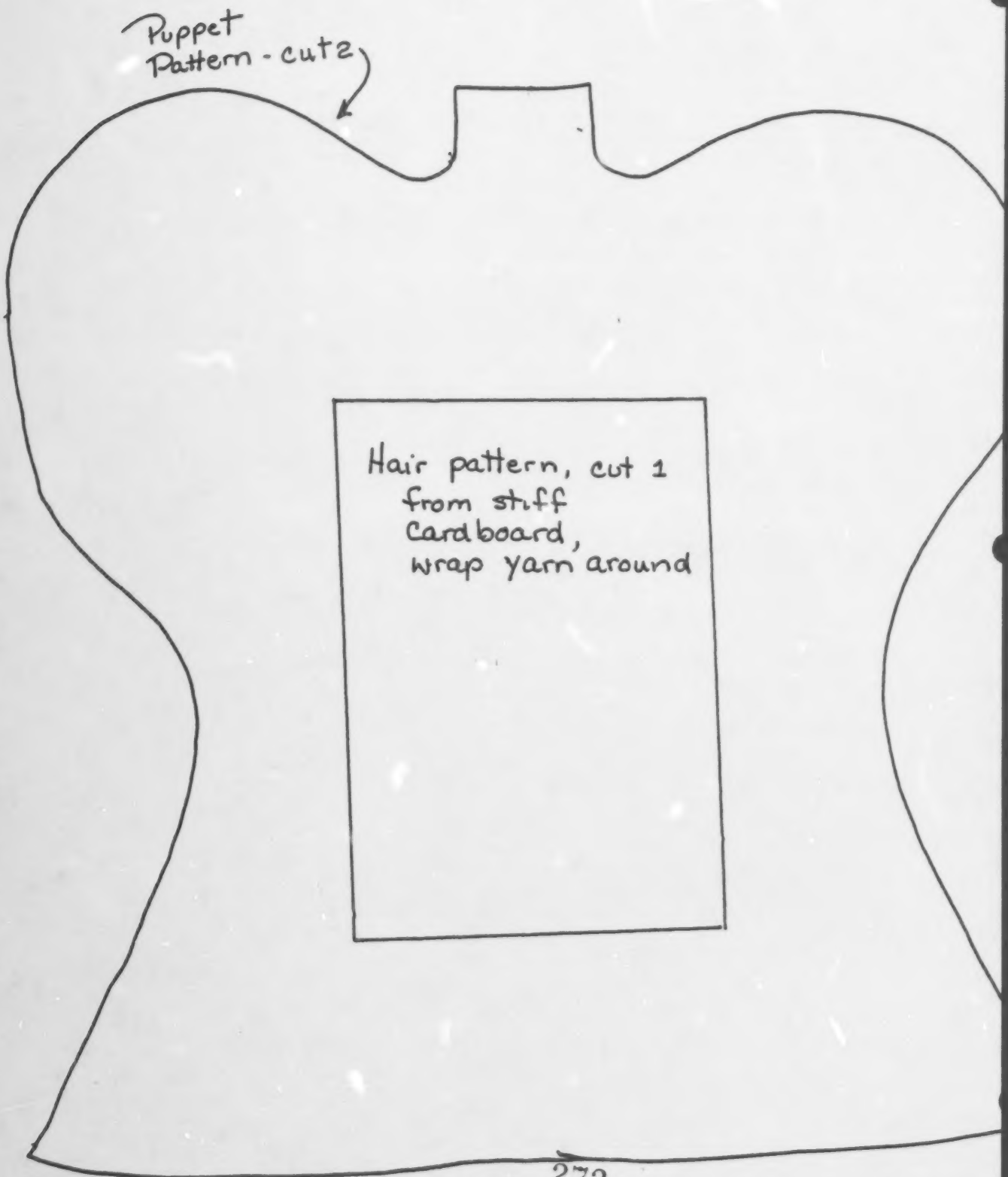
Art Class #2

I. A. Students Instructed to use pointed end of scissors to make a hole into the styrofoam head for their index finger.

   B. Cut scrap pieces of felt into eyes, nose, mouth, etc.

II. A. Hair - using pattern given, students are instructed to wrap yarn around pattern 50 times. Tie together with a piece of yarn and cut (similar to making pom-poms).

   B. Pin or glue to head.


Puppet
Pattern - cut 2
Hair pattern, cut 1
from stiff
cardboard,
wrap yarn around

School Workers

Subject area competencies:
Introduce School Workers

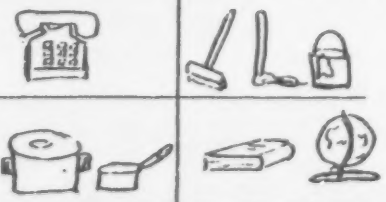
Basic skills: Thfnking/Classifying skills

Career development objective/indicator: 8.3/4.4 Describe work done, clothes worn and tools used by school workers.

GOAL AREA Career Information

SUBJECT Career Education/Language Arts

GRADE 1

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Introduction to School Workers, their duties and the tools used by each. e.g. Principal Teachers Librarian School Nurse Secretary Lunchroom - workers Custodians Maintenance people	1. Begin a discussion of your school and the many people who make up the school personnel. 2. *Make a list on chart paper of as many school workers as the children can think of. 3. Take a walk around your school (inside and out). Can the children add more school workers to their list? 4. Discuss each school worker on the chart-talk about their duties and the "tools" each worker might use. 5. Next, divide the children into small groups. 6. Give each group a piece of 18x24 paper which has a title of a particular school worker. e.g. Our School Nurse *Use the school workers that have been listed in Step 2	1. Chart paper 2. Old magazines 3. Catalogs 4. 18x24 construction paper or oaktag 5. Paste 6. Scissors	1. Teacher observation of individual progress. 2. Class discussion of group work. a. Did the group follow the directions? b. Did the group try to do their best? c. Did the group work quietly? 3. Activity such as a ditto with the following: Who would use these tools? Draw their picture in each box. Color your work! 

Community Workers

GOAL AREA Career Information

SUBJECT Language Arts

GRADE 3

Subject area competencies: Language Arts/ Social Studies

Basic skills: Language development, listening skills

Career development objective/indicator: 8.3A Is aware of a range of career options and their requirements/ Describes work done, clothes worn and tools used by a variety of workers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Community Workers 2. Clothes and Equipment of community workers Suggested time: 30-45 min.	1. Introduce book, read to class in form of Sesame St. tune. Have them try to guess whom each helper will be. 2. Use Peabody Picture cards: Have each child respond to picture by telling who the helper is and what does he do? 3. Display pictures on chalkboard ledge. Have children form groups. Let them work with flannel board materials, Community workers puzzles, Magazine and newspaper pictures, helper puppets and drawings. 4. Review concepts of Bingo Game Game a. Give description of job b. Have students cover the name who is responsible for that job. c. The child who covers an entire row horizontally or vertically is the winner.	Peabody Lang. Devel. Kit Level P. People Cards, Lessons 67, 107-119 Books: People in Our Neighborhood, Sesame Street, Helpers in our Town. Community Helper Puppets, Instructor Community Helpers Flannel Board Kit, Instructor People in Our Neighborhood puzzle, Playskool People in our Neighborhood song Bulletin Board Study Prints of various Community Workers.	1. Ditto: Children match Hats etc. to helper pictures. 2. Puppets - Children are able to tell and describe who the helper is and his function. 3. Children use puzzle and flannel board pictures while they verbalize what each person does and what equipment he/she uses.

WHO AM I ? - BINGO

a firefighter	a dentist	a nurse	a priest	a barber
a janitor	a mechanic	a doctor	a construction worker	a pilot
a lawyer	a police officer	FREE SPACE	a bus driver	a veterinarian
a trash collector	a teacher	a secretary	a repair man	a banker
a waitress	a mailman	a baker	a cook	a librarian

BINGO GAME

Librarian - I can help you find books about any topic you wish.

Firefighter - I save lives by putting out fires.

Janitor - I keep your school and other buildings clean.

Lawyer - I do most of my work in a courtroom.

Trash Collector - I keep the streets of your city clean.

Waitress - I serve you food and beverages when you come to a restaurant.

Dentist - I help keep your teeth clean and healthy.

Mechanic - I fix any problems that you have with your car.

Police Officer - I make sure that people obey the laws, and I can also help you in an emergency.

Teacher - In school, I help you learn math, science and many other subjects.

Mailman - I make sure that you get the letter that you are waiting to receive.

Nurse - In school, I help you when you are sick. I am also found in a doctor's office.

Doctor - I help people who are sick.

Secretary - I am very good at typing letters and taking care of an office.

Baker - My job is to make cakes, cookies, and other tasty foods.

Priest - You can find me in a church.

Construction worker - I build houses, stores, and other buildings.

Bus Driver - I help people who do not have cars get to where ever they want.

Repair man - I fix appliances in your home or other machines that do not work.

Cook - I prepare the foods that you eat in a restaurant.

Barber - I cut your hair when your mother send you to my shop.

Pilot - You can find me on an airplane traveling all over the world.

Veterinarian - I help all kinds of animals who are sick.

Banker - I make sure the money that you save is in a safe place.

CHOOSING JOBS

Subject area competencies: Social Studies

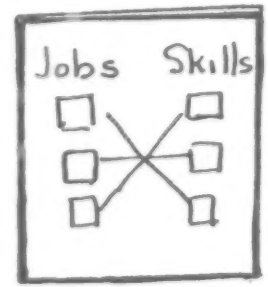
GOAL AREA Career Information

SUBJECT Social Studies

Basic skills: Self-awareness

GRADE 1

Career development objective/indicator: 8.4A Uses knowledge of self to determine what tasks or jobs in school to do.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Class Jobs - skills necessary for each job. (Duration - One Week)	I. Set up a bulletin board illustrating class jobs. (Students may draw pictures.) Discuss with children the skills necessary for each job. Example: job — skill attendance - alphabetizing, recognition of names. messenger - knowledge of school, map reading, left/right animal feeder - measurement, tell time II. Explain to students that they will be making an ability and interest booklet. Discuss difference between things people can do (read, math, sewing, typing, fix cars, etc.) and things people like to do (tennis, swimming, hiking, bike riding, etc.) Student may then begin booklet.	Pictures of class jobs. Paper Pencil Crayons	I. Teacher observation II. Student Booklet III. Student Discussion IV. Matching Sheet 

Choosing Jobs (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	Include in Booklet 1. My name is _____. I am _____ years old. I am in grade _____. 2. Pictures of "Things I Can Do." 3. Pictures of "Things I Like to Do." 4. Pictures of "Things I Find Difficult." 5. Pictures of "Things I Don't Like To Do." III. Booklets may be discussed, but this should be up to the student. IV. Children may go up to the bulleting board and pin their name next to the job or jobs they feel meet their abilities and interest. Teacher may ask student why he/she chose that job or jobs.		

Marketable Skills

9

Goal 9 Marketable Skills and Adaptability

9.1 Develops skills needed for preferred career.

A. Develops skills needed for following personal interests.

1. Assess students to find out what their personal interests are. (See Goal 1.) After determining several possible interests, provide options for students to pursue. List skills one needs to develop for each option such as,training a pet requires consistency, patience, knowledge of pet's needs. (See next module for prototype.)

2. Science. "The Aquarium" p. 165 1-5

B. Is willing to participate in a variety of tasks.

1. Make a check list of activities and provide students opportunities to participate. Have students check off activities as they do them. Examples might be:
   - Work on a bulletin board;
   - Care for the class pets/plants;
   - Lead the class in a song;
   - Tell a story;
   - Participate in a game;
   - Conduct an experiment;
   - Give a demonstration, etc.

9.2 Uses job seeking and job holding skills.

A. Is able to introduce self to others.

1. Pair off students (count off by 2's) and have students interview each other. Then let students introduce the person each of them interviewed.

2. Have students write the answers to:
   My name is _____ and I like to _____.
   Then have students read their introduction clearly to the class.

3. Have a visitor come to the class. Let each child introduce him or herself to the visitor.

9.3 Reacts positively to change.

A. Describes personal attitudes when change is introduced.

1. Introduce a change in the classroom, e.g., desks, seats, decor. Discuss with students their "first feelings" about the change.

2. Suggest or propose changes such as:
What would you do or how would you feel if you had no telephone, we had no automobiles, we could see a person when we talked on the phone?

3. Let children list some changes that have occurred in their lives. Discuss their feelings about the changes.

9.4 Understands the need for adaptability.

A. Knows how jobs have changed over time historically.

1. Discuss the kind of work done by other people at other times. Stories about pioneer children, Indians in the early days of our country are helpful. Compare the kinds of work done then and now.

2. Discuss some new jobs people do that they did not do before radio, before TV, before automobiles, before space exploration.

9.5 Understands effects of technological change.

A. Identifies examples of recent changes in technologies.

1. Make a list of recent inventions - calculators, digital clocks and watches, TV recording devices. Students tell how these represent changes.

2. Following the study of pilgrims, students list ways that the preparation of a meal (such as Thanksgiving) would have differed then as compared to now.

3. Students find/list all of the things in their households that depend upon electricity or electrical power. Discuss the changes that would take place if electricity were not available. Find things that run by batteries. What did people do before batteries were available to run these articles?

4. Study the inventions and inventors who have made significant impact on the way we live today.

The Aquarium

Subject area competencies: Environmental science: Ichthyology - setting up an aquarium.

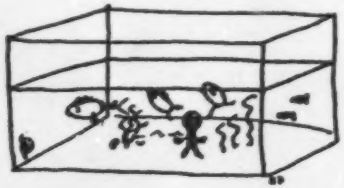
Basic skills: Reading; math computations

Career development objective/indicator: 9.1A Develops skills needed for following personal interest.

GOAL AREA Marketable Skills

SUBJECT Science

GRADE K-3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Explain and exhibit equipment needed to set up an aquarium. II. Equipment A. Aquarium B. Heater C. Gravel D. Filter E. Plants F. Net G. Scraper (Algae) H. Fish Food I. Thermometer III. List of Simple Starter Fish A. Guppy B. Molly C. Swordtail IV. List of knowledge and skills for maintaining an aquarium.	I. Students are to read paperback book "Beginning the Aquarium" by Mervin Roberts, 1960, T.F.H. Pub., Inc. Jersey City. N.J. *Lower grade students will be read to by teacher II. Teacher demonstration of aquarium set up for determination of # of fish for size of tank, i.e., one fish per gallon. III. Discussion and explanation of equipment. IV. Temperature varies for types of tropical fish, i.e., 70-80 deg. F V. Explain type of food depends on type of fish in tank and amount of food used. VI. Exhibit simple fish in a typical aquarium setup. VII. Study/discuss skills needed to maintain aquarium.	I. Book in library: "Beginning the Aquarium" II. Local pet store lecture.	I. Students exhibit aquarium set up by tank size and amount of fish/gallon in classroom or home. II. List skills and knowledge needed to start and maintain an aquarium 

10

Leisure Preferences

10.1 Identifies leisure preferences.

A. Describes hobbies and interests outside of school.

1. Students prepare a time chart showing how time is spent outside of school.

2. Define leisure. Show students how recess time is a type of leisure time. Have students list or write a paragraph to describe favorite ways to spend their time at home and at school.

3. Students prepare leisure time collages. In art class, have students draw or paint pictures depicting their leisure time preferences.

4. Using a tape recorder, have each student name one or two favorite hobbies or activities. Play the tape back and discuss differences and similarities. (Language arts practice.)

5. Make a list of leisure activites. Have students select one favorite, find a person with the same favorite activity, and sit together. (Use this as one way to make up temporary small groups.

◆ 6. Science. "It's Seasonal" p. 169

◆ 7. Social Studies. "Class Hobbies" p. 172

◆ 8. Mathematics, "Popular Sports" p. 174

◆ 9. Language Arts. "Leisure and Work" p. 175

10.2 Describes the role of leisure in living.

A. Describes things learned through personal interests, hobbies, leisure.

B. Names activities done alone or in groups during leisure time.

C. Analyzes or describes the nature of leisure.

D. Is able to engage in and enjoy self selected tasks with minimum supervision.

◆1. Mathematics, Art. "Leisure Mobile" p. 176

◆2. Reading, Recess. "Games People Play" p. 178

3. Offer time for students to self select activities during recess or when regular work is completed.

10.3 Relates the role of leisure to careers.

A. Identifies the need for workers to have time for their own interests.

1. Interview workers to find out what their leisure pasttimes are.

2. Visit a health spa to find out how health spas help people enjoy their leisure time and complement their regular jobs. Interview some people to find out why they are at a health spa, ski resort, YM-YWCA, etc.

10.4 Uses leisure time effectively.

A. List things done alone or in groups during leisure time.

B. Is able to engage in and enjoy self selected tasks with minimum supervision.

1. Social Science, "Recess Fun" p. 179

It's Seasonal

Subject area competencies: Science: Seasons
Language Arts: Communications
Social Studies: Personal Development, Listening, Classifying

Basic skills: Communications: Speaking/ Reading/ Word Recognition

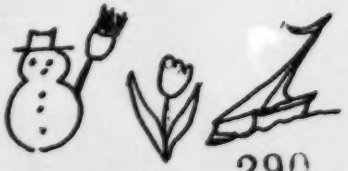
Career development objective/indicator: 10.1A Describing Hobbies and Interests Outside School

GOAL AREA Leisure Preferences

SUBJECT Soc. Studies/Lang.Arts/Science

GRADE K-3

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Science A. Characteristics of Seasons of the year. 1. Winter a. cold b. snow c. short days 2. Spring a. rain showers b. new growth c. greenery 3. Summer a. warm/hot days b. long days c. blossoming plants 4. Fall a. cooler days b. shorter days c. loss of foliage II. Language Arts A. Communications	I. Discuss A. Characteristics of Season: (see Content, IA) (i.e., Why is summer different from winter?) B. Leisure time activities 1. Those that can be enjoyed year round, as playing indoor games. 2. Those that are limited to a specific season, as outdoor ice skating. (i.e., What do you enjoy doing in the summer?) II. Identify A. Seasons on the Chart (see sample sheet #1) B. Activities on the picture cards (see sample sheet #2) III. Marking the answer sheet (see sample sheet #2) A. Match the picture of activities to the appropriate season by	I. Season Chart, Teacher Made (see sample sheet #1) II. Labelled Picture Cards Teacher-made (see sample sheet #2) Illustrations for picture cards may be taken from: Timesprings and Puddlejumpers, Activity Books, Key-text Program, Economy Co., CA,1978	For columns marked Winter, Spring, Summer, Fall and All Year choice can be verified by teacher judgement of the appropriateness of the activity to seasonal or nonseasonal limitations. For the My Choice column, decisions are individual preferences and, therefore, have no incorrect answers. Note: Many activities are now all year round due to special facilities such as ice skating rinks, etc.



It's Seasonal (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
1. Developing oral language through discussion techniques. 2. Reading/word recognition. a. seasons b. winter c. spring d. summer e. fall f. my g. choice h. all i. year III. Social Studies A. Personal Development 1. Decision-making of leisure time activities through matching.	1. Placing the identifying letter of the labeled picture card in the appropriate season column marked Winter, Spring, Summer and Fall. 2. Placing the identifying letters of the pictures which represent activities that can be enjoyed all year round in the column marked All Year. 3. Placing the identifying letters of the three activities that he/she prefers as his/her first three choices in the column marked My Choice.		

A. Swimming
B. Gardening
C. Sleigh-riding
D. Boating
E. Ice skating
F. Kite flying
G. Piano playing
H. Playing games
I. Hockey
J. Caring for pet
K. Baseball
L. Picnicking
M. Collecting shells
N. Baking
O. Collecting stamps
P. Arts and crafts
Q. Other _____

NAME _____ DATE _____

FUN THINGS TO DO

WINTER	SPRING	SUMMER	FALL	ALL YEAR	MY CHOICE

CLASS HOBBIES

Subject area competencies: Social Studies, Math, Language Arts

GOAL AREA Leisure Preferences

SUBJECT Social Studies, Math, Language

Basic skills: Listening, speaking, writing, graphing

GRADE K-3

Career development objective/indicator: 10.1A Identifies personal leisure preferences. Describes hobbies and interests out of school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Discussion of hobbies. A. Definition of hobby; "something you enjoy doing during your free time, a favorite interest of your own." B. Specific hobbies. Examples: dancing, baseball, swimming. C. Favorite hobbies. 1. Discussion through use of magazine pictures.	1. Discuss the definition of "hobby." Ask the children for their ideas. Give a formal definition; "something you enjoy doing during your free time, a favorite interest of your own." 2. Talk about the hobbies of the students in the class. Encourage discussion by giving examples (i.e., reading, swimming, dancing, etc.) 3. Place various magazine pictures around the room illustrating different hobbies. Give children a wide range to choose from. Some examples might be: pictures of young children ballet dancing, roller skating, participating in sport activities such as baseball, swimming, tennis or football, or	Magazine pictures Graph or chart paper Colored pens or markers	I. Teacher Observation II. Evidence of understanding through questions such as: "Which of the following is a hobby?" a. homework b. swimming c. spelling d. collecting something. The answer can depend on the person. There are no correct answers.

Class Hobbies (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
	pictures of collections - shells, coins, and stamps. 4. Give each child the opportunity to choose a picture and explain why he/she would enjoy the activity or hobby shown in the picture. 5. Make a graph or experience chart to show common interests. Use questioning to elicit responses, (i.e., How many children enjoy playing baseball?)		

Popular Sports

GOAL AREA Leisure Preferences

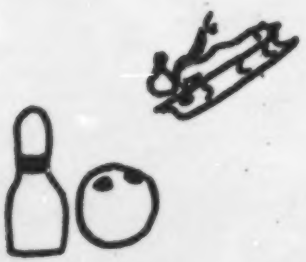
SUBJECT Language Arts & Math

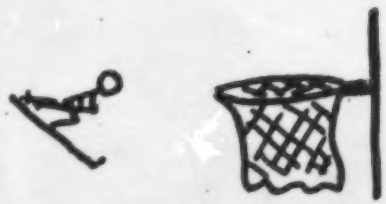
GRADE 1

Subject area competencies:
Identification of most common sports activities.
Poll of class' interests.
Basic skills: Oral communication skills; bar graph.

Career development objective/indicator: 10.1A-Identifies personal leisure preferences/Describes hobbies and interests outside of school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Five most popular sports, Americans like to do (in order of preference): 1. Swimming 2. Bowling 3. Baseball 4. Golf 5. Tennis (from National Center for Health Survey Statistics)	1. Group discussion based on poster of 5 most popular sports. 2. Class votes on activities they most like to do. Record their preferences and compare to poster. 3. Poll children as to which one sport they would want to do the most. 4. Make a chart of this information. 5. Use a bar graph ditto (teacher made) or quadrile paper. Graph the results of poll with class. Children each make their own. 6. Children make a picture of their favorite sport.	1. Teacher made chart or Scholastic Magazines poster from Feb. 14, 1980 Issue of News Pilot 2. Quadrile paper or bar graph ditto (Can color code- blue for swimming; red for bowling, etc.) 3. Paper, crayons or paints.	1. Chart of activities. 2. Completed bar graph. 3. Picture of favorite sport.





Leisure & Work

Subject area competencies:
Knowledge of hobbies and other outside school interests.
Basic skills: Identification of leisure activities from other kinds of work.
Career development objective/indicator: 10.1A - Identifies personal leisure preferences. Describes hobbies and interests outside of school.

GOAL AREA Leisure Preferences

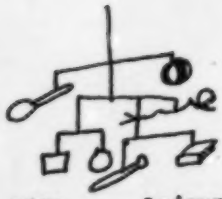
SUBJECT Language Arts

GRADE 2

Sugg. time: 2 class periods + add'tl time needed for preliminary work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Knowledge of hobbies and other outside of school interests. II. Distinguishing leisure activities from other kinds of work. III. Understanding that some leisure activities relate to job careers.	Each student will describe personal interests, hobbies, and out of school leisure activities. Teacher will list these hobbies and activities on oaktag "Activity Chart" (From above discussion) Students will cut two magazine pictures apiece; one picture to illustrate a kind of leisure activity, the other picture to illustrate a kind of work activity. Teacher will initiate class discussion about the two types of activities listed above and lead students to discover how some of the leisure activities relate to some work careers. Leisure Activities/Work or Related Jobs Choir / Instrument playing Baseball playing / Umpire, baseball playing, coaching	Magazines, scissors, oaktag paper, broad tipped felt marker.	Teacher observation: Students should be able to distinguish between leisure and work activities and recognize that leisure activities can lead to careers.

Leisure Mobile



GOAL AREA Leisure Preferences

SUBJECT Math/Art

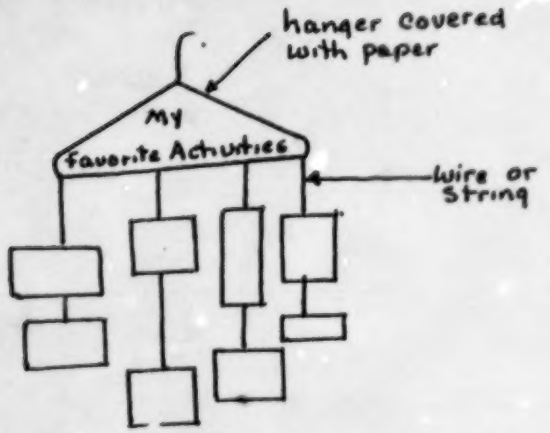
GRADE 4

Subject area competencies: Using art materials; choosing from resources; symmetry and balance

Basic skills: Math (symmetry); Art (mobile making)

Career development objective/indicator: 10.1A Identifying leisure activities. Distinguishing leisure activities from work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Leisure activities. II. Balance and symmetry in assembling mobile. A. Balance of picture for size and shape to hang straight. B. Symmetry is the correspondence in size, shape and relative position of parts on opposite sides.	Day 1 Select and cut out pictures of 10 favorite leisure activities. Glue pictures on construction paper and cut into a shape. Plan possible arrangement. Be aware of balance, symmetry, and a variety of ways of hanging pictures. (See attached sheet.) Day 2 Student tells his/her three favorite choices of leisure activities. Display finished mobile in the classroom. Day 3 Class discussion of cost and social aspects of leisure activities. (See attached sheet for suggested questions)	A variety of magazines, travel folders, pamphlets and other resources which have pictures. Materials for mobile assembly: glue, wire, scissors, string, hangers, dowels, construction paper, etc. Book: Values Clarification by Sidney B. Simons, Hart Publ. Co.,1972	Teacher observation of student. Check awareness that student has of his/her leisure activities, do strategy, "Twenty Things I Love to Do," taken from book, pp. 30-34. See attached sheet for directions and an adaptation for this grade level.



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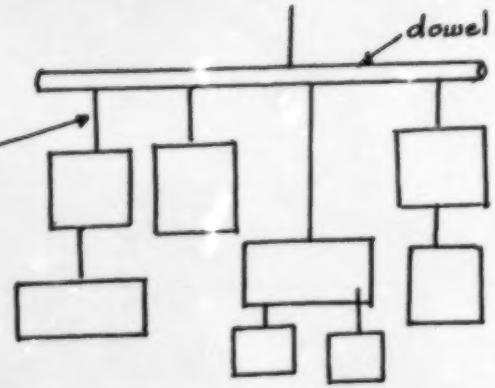

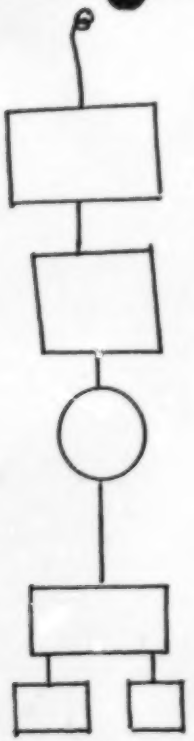

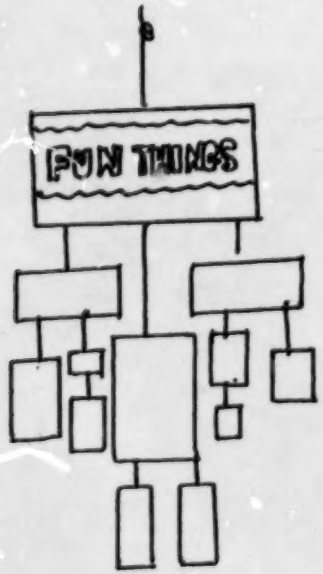

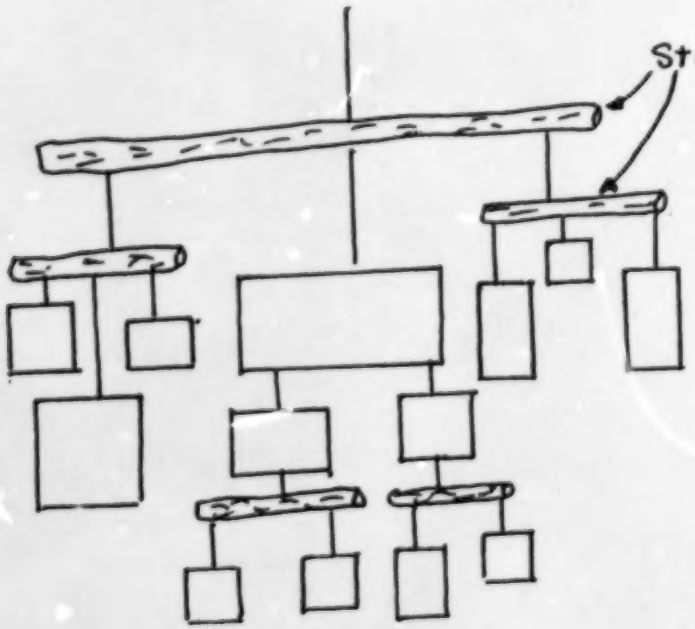

Examples of Mobile Arrangements

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Games People Play

GOAL AREA Leisure Preferences

SUBJECT Reading

GRADE H.S. EMR

Subject area competencies:
Learning game rules and playing according to rules.
Basic skills: Reading, Oral communication

Career development objective/indicator: 10.3-10.4B-Participates in leisure activities that involve self and others/Is able to engage in and enjoy self selected task with minimum supervision.

Sugg. Time: 1 hour

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Game Rules 1. reading 2. understanding 3. relating to players 4. organizing play	Discuss various games in class Divide class in groups of four (except checkers-2 students) Each group will select one game Appoint one student in each group as group leader Student leader will read rules aloud to participants in his group Student leader will answer questions and rephrase rules if need be Student leader will monitor as well as engage in actual play All students will develop game of their own, present to class, explain and play	Parchessi game Trouble game Checkers Chinese checkers Ect. Ect. (All must have rules included)	Overall teacher monitoring to see that game is being played by the rules. Student will keep log of games he has participated in as well as led Student will keep a scaled rating chart as to level of enjoyment derived from each game participated in. (1 being low 5 being high) Observation by teacher that student chooses to spend some of his leisure time in activities involving others with a minimum of supervision.

Recess Fun

Subject area competencies:
Listening skills, Oral Communication, Creativity, Decision Making, other competencies depending on project chosen.

Basic skills: Language Arts, Listening, Awareness of self and other skills depending on project chosen.

Career development objective/indicator: 10.4B-Uses leisure time effectively/ Is able to engage in and enjoy self-selected tasks with minimum supervision.

GOAL AREA Leisure Preferences

SUBJECT Social Science-Leisure time

GRADE NI 1

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. The value of recess. II. Workers and leisure time. III. Meaning of leisure A. Definition B. Examples	1. With aid of teacher, children will discuss why they need recess time in their school day. Children will be asked to list (name) reasons why workers would need leisure time. 2. Each child will list 1 or 2 favorite leisure activities or hobbies that could be done in the classroom on their own. 3. Each child will gather materials for project- ex.-model car, stamps, etc. from resources at school with help of teacher or at home with aid of parent. 4. Each child will carry out their chosen leisure project during recess periods. Projects will be displayed and presented to class on completion of projects. 5. Show and tell. Personal leisure hobbies and activities.	School resources- library, art materials, etc. Home resources	Teacher observation during oral discussions. Teacher observation of projects selected . Evaluation of oral presentation of project to class.

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